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EDITED BY ELLWOOD P. CUBBERLEY

**DEAN OF THE SCHOOL OF EDUCATION
LELAND STANFORD JUNIOR UNIVERSITY**

EXTRA-CURRICULAR ACTIVITIES IN SECONDARY SCHOOLS

BY
ELBERT K. FRETWELL

PROFESSOR OF EDUCATION
TEACHERS COLLEGE, COLUMBIA UNIVERSITY



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EDITOR'S INTRODUCTION

WHAT we today term Extra-Curricular Activities represent, after all, only an orderly organization and redirection and extension of those pupil activities characteristic of adolescent youth which have always been more or less present among young people in their teens. The Friday afternoon literary exercises and plays and spelling matches represent such activities as the older schools knew them, while parties, dances, ball games, the swimming hole, gangs, and various back-lot and back-alley activities have always characterized the leisure-time occupations of youth. Until quite recently, however, these activities were less prominent than now, and were largely ignored by the school, and few teachers of the older generation manifested any interest in what took place outside the classroom, or possessed any ability to organize and redirect these activities into more orderly and more useful channels.

Largely within the past decade, and wholly within the past two, an entirely new interest in the extra-curricular activities of youth has been taken by the school. In part this change in attitude has been caused by the new disciplinary problems brought to the school through the recent great popularization of secondary education, in part by the marked increase in leisure time accruing to youth as a result of our increase in wealth and the application of recently enacted child-labor laws, in part by the many new temptations to which young people in the present age are subjected, and in part by the general speeding-up that all evolutionary social changes have experienced as a result of the World War. The War revealed

anew the great importance of education in a democratic society, and the attention of the world was directed anew to youth as the hope of civilization if the hard-earned advances in democratic government are to be preserved.

The school, accordingly, has recently come to realize the important distinction between the mastering of school tasks and the learning that takes place outside the school, and the wise schoolmaster has come to see that both he and his teachers are not fulfilling their true function as the instructors, guides, and counselors of youth unless they also help to organize and direct the many leisure-time activities of their pupils. The result of this new vision has been that the function of the teacher is both changed in direction and greatly enlarged in scope, and that a new conception as to the possibilities of the school has come to characterize the teaching profession. The responsibilities of the teacher naturally have been broadened, the morale of the school has been greatly improved, and a far closer intimacy between teacher and pupil is the natural result. It has been a fortunate change in attitude for all.

Fundamentally, the movement is the result of a better understanding of the psychology of adolescence and of the proper means for training youth for citizenship. As a result of many psychological studies, made during the past third of a century, a wider recognition of the vast and far-reaching physical, psychological, and social changes which take place with the onset of adolescence has become the common property of the teaching profession. The period of adolescence, we now realize, is a period of the utmost significance for the school. New tendencies to action arise, new emotions begin to sway youth, new ideals as to life begin to be formulated and tend to become fixed, serious thought is given to conduct, aspirations and visions of possible usefulness begin to take firm hold, qualities of leader-

ship emerge, social attitudes and tendencies of importance in after life incline to become fixed, and from impulses to action character is evolved. The rule of the group tends to become the rule for the adolescent. To stimulate and repress and to guide and direct these adolescent tendencies is both the opportunity and the mission of the teacher. The so-called extra-curricular activities, the proper organization and direction of which is the concern of this volume, offer the school the most useful tools for that adaptive, directive, and corrective training of youth which it is now conceived to be the function of the school to provide.

Since the World War new attention has been directed to problems connected with citizenship training, and the extra-curricular activities have been seen to offer special opportunities along these lines. The citizenship problem of the school thus has become that of so organizing and so directing the group activities of the school and of its clientèle that the practices which train youth for good citizenship shall be carried out under conditions that tend to produce satisfying results, and thus to train the pupils in intelligent self-direction. Accordingly the back-lot and the private-residence activities have been largely taken into the school, organized into good form, supplied with proper citizenship procedures, and redirected along better lines, and in so doing a favorable opportunity has been provided, both for teachers and pupils, to practice many qualities of good citizenship under conditions that tend to fix the practices thus learned.

Probably no one in this country has done more to bring to the attention of school men the vast extent and the fundamental importance of this rich field than the author of the present volume. He has been preëminently the leader of the movement, and most of those who have so far supplied us with our manuals for the conduct of the work

have been his students. In consequence, a large amount of important literature on the subject owes its inspiration to his teaching. It is indeed fortunate that he has at last been persuaded to formulate, in written form, a textbook on the subject for the use of others, and this the publishers now offer to the public with the confidence that it will prove a very useful tool in the training of students in methods of organizing and directing these important undertakings in any school with which they may be connected. Embodying much concrete material concerning the proper organization of these activities, and written in a manner that conveys the same charm of expression and the same sound educational philosophy that has for so long characterized his lectures in the classroom, the volume should meet with a ready welcome from the many teachers who have waited long for the master to express himself in textbook form.

ELWOOD P. CUBBERLEY

PREFACE

It has seemed to me that the secondary school should plan consciously its whole life. The state, the community, the parents, the teachers, and the pupils themselves make up the school. All of these five groups to the full extent of their several abilities should share in the planning. This sharing in the planning should exist in order to develop the best school possible; a school in which there is a favorable opportunity for the educative experience for all those involved in this conscious, coöperative, intelligent planning for the common good.

There is a tendency in a nation, a state, a community, or a school, for one or a few individuals, elected or self-appointed, to work out a scheme of operation and to say, "We have a plan." Such a procedure, if the plan can be enforced, may make for a kind of immediate efficiency. This method of operating, based on force or on persistent propaganda, neglects the educative thinking, feeling, and acting necessary on the part of the individual and groups of individuals to become intelligently and increasingly self-directive.

At present as I see it the most unplanned phase of the school's life exists in those activities in which pupils and teachers participate outside of the more or less traditional taught and tested courses of study. Historically, the state, the community, the parents, and the teachers, with various happy exceptions, have tolerated or attempted to suppress these "outside" activities. The pupils, however, frequently without guidance, have been busy acting. There has been an almost bewildering variety of pupil activity — sometimes foolish, at other times intelligently

planned. The school, again with brilliant exceptions, has failed to develop a constructive plan for the whole life of the school. In many cases the school has not even attempted to provide a favorable opportunity for teachers and pupils to work together coöperatively in planning what are sometimes called the extra-curricular activities of the school.

If there is to be understanding, growth, progress in this planning for the extra-curricular activities of the school, there must be coöperative effort. If this undertaking of mine can aid in focusing attention on the possibilities for educative experience in the extra-curricular activities of the school, it may make for progress. If my fellow workers disagree with my analyses and my present conclusions, these disagreements may make for a better understanding.

This present volume has grown out of the work of several hundred schools. Since 1919, in winter, spring, and summer sessions here at Teachers College, Columbia University, I have been teaching among other courses one entitled "The Organization and Administration of Extra-Curricular Activities in Secondary Schools." Likewise, my students have been teaching me. Together as a co-operative group, we have studied actual problems rather than talked *about* them. We have attempted to develop the underlying, guiding philosophy in working with the problems rather than to force the problems to fit in with a preconceived philosophy.

These mature graduate men and women who are living, or have lived, day by day in the midst of teacher-pupil activities have brought in their actual problems. There has been constant, insistent urge to action. Principals and teachers studying in the Summer Session, for example, have to utilize or neglect the educational opportunities in the extra-curricular field and they have to do it now.

As a result, these students working with their fellow students and their instructors in small groups and in the whole class have studied the entire field of extra-curricular activities and have tried to solve their own immediate problems. The plan of what to do and how to do it as worked out by a principal or a teacher has later been tried out in the school. Reports of what happened have come back with delightful frequency. While trying to express the idea that the material of this volume has grown out of real problems, may I confess the pride I have, not only in the actual work done in the schools, but also in the number and quality of the publications of these fellow workers of mine? I owe more to these students of mine than I can pay.

During a dozen years, as a teacher or as a principal in schools public and private and in some fifteen years of college teaching, I have come to have an abiding faith in the ability of administrators, teachers, and pupils working coöperatively in recognizing and solving their own immediate problems and in their planning for the progressive reconstruction of the school. At the same time I recognize that it is desirable for the state and coöperating groups of schools to furnish a leadership in ideas, information, materials, and if necessary in minimum requirements.

I have hesitated to write: the problem is so big, the opportunities so great, the vision so surpasses the grasp. To do is so much more difficult than to know what were good to be done. To propose constructive measures and how to put them into effect is much more difficult and to some minds less exhilarating than pointing out that there is "something rotten in the state of Denmark." Working with pupils, teachers, and administrators in a particular school has seemed much more worth while than writing about it.

The end is not yet. There are no final authorities in this

field. This social organization of the school in and out of regular class is yet in its infancy. Ripened by some age, mellowed by considerable experience, some definite plans, coöperatively worked out, are here presented. The problem of enabling our pupils to live in a democracy and to make democracy a fit place in which to live is an insistent necessity, a delight, and a test of our ideas, of our technique, and of our faith.

ELBERT K. FRETWELL

TEACHERS COLLEGE
COLUMBIA UNIVERSITY

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EXTRA-CURRICULAR ACTIVITIES IN SECONDARY SCHOOLS



CHAPTER I

A SENSE OF DIRECTION SOME OBSERVATIONS AND CONCLUSIONS AND SEVEN SIGN-POSTS

A SENSE OF DIRECTION

THE pioneers who have extended our educational borders have set some sign-posts. The directions on these sign-posts, so far as the extra-curricular territory is concerned, are as yet not very definite. The surveyor who will run the range and section lines and establish the corner posts has not yet arrived. The territory is valuable, but just how valuable is not quite known. Neither do these pioneers know just where the most fertile land or hidden wealth lies. However, they do recognize that to get anywhere they have to know where they are, where they want to go, and something of how they are going to get there. The territory explored has been so attractive that practically none of these hardy pioneers has ever returned and settled down on the old home place. Rather, having "entered" their land, they are busy attempting to "prove up" on their "claims." From them and from one's own attempts at pioneering, it is possible to have at least a sense of direction and to have some understanding of the varying and sometimes conflicting sign-posts that have been set up.

Two theses. As one means of indicating the direction of

the present expedition, two statements are submitted: First, it is the business of the school to organize the whole situation so that there is a favorable opportunity for every one, teachers as well as pupils, to practice the qualities of the good citizen here and now with results satisfying to the one doing the practicing. Second, wherever possible extra-curricular activities should grow out of curricular activities and return to them to enrich them.

The first statement submitted recognizes that practice with satisfying results tends to make perfect, and that if the results of practice are not satisfying to the one doing the practicing, that one will cease practicing as soon as possible. Is the teaching of English literature really successful? The real test is: What do the pupils read, after studying their English literature, when they no longer are directed by the teacher? Is a teacher a good disciplinarian? How do the pupils behave when the teacher is not with them? That is the test. The real purpose of education is to enable the individual to be increasingly, intelligently self-directive.

Pupils are citizens of the school here and now with rights, duties, privileges, and obligations. The practice of good citizenship, to be successful, will always have to take into consideration the future, but the practice must be carried on where the pupil is, *here*, and in the only time at his command, *now*.

What are the qualities of the good citizen? The answer varies from the Spartan boy who was to steal his food without being detected to the philosophic characterization of the individual who shapes both himself and society toward ever nobler ends. The Ephebic Oath taken by the Athenian boy has been cited by nearly every one as an ideal:

I will fight for the ideals and sacred things of the city, both alone and with many, and will never desert my suffering comrades in the

ranks. I will revere and obey the laws and strive to incite a like respect in those above me who are prone to annul or set them at naught. I will strive unceasingly to quicken the public sense of civic duty. Thus, in all these ways, we shall transmit this city, not only not less, but greater and more beautiful, than it was transmitted to us.

The ideal of the knights of old as expressed by Tennyson was simple and direct: The knights were to reverence the king as if he were their conscience and their conscience as the king; to break the heathen and uphold the Christ; to ride abroad redressing human wrongs; to speak no slander, and not even to listen to it; to love one maiden only and worship her by years of noble deeds until they won her.

A Boy Scout of the present day in describing a good citizen probably would repeat the Scout Oath:

On my honor I will do my best to do my duty to God and Country; to help other people at all times; to keep myself physically strong, mentally awake, and morally straight.

To this he would probably add the Scout Law:

A Scout is trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean, reverent.

The point here is not to determine what are the qualities of the good school citizen. Every school must of necessity formulate these qualities. Every citizen of the school can aid in this formulation. This necessity is fortunate; the formulation of ideals and of ways of living as a good citizen of the school, in which formulation pupils actively participate, is in itself an educative experience. The idea here is that the school shall arrange the situation so that there is a favorable chance for pupils to practice the qualities it accepts as characteristic of the good citizen and that the pupils and the teachers enjoy the practice.

The whole school situation is to be included. For a time the whole school was the classroom. Now such activ-

ities as the assembly, the clubs, the student-teacher council, the sports, are recognized as a part of the whole school situation. One of the particular values of the extra-curricular field lies in the fact that it furnishes such a favorable opportunity for the setting forth and the satisfying practice of the qualities of the good citizen.

Positive rather than negative. As every one knows, boys and girls are interested in the active rather than the passive; *do* has greater appeal than *don't*. The Athenian Oath and the Boy Scout Oath and Law are all positive, not negative. A real delight of the school is the opportunity it offers for practicing now with joy and zest the desirable qualities of the good citizen.

Relation of curricular and extra-curricular activities. The second thesis requires that wherever possible the extra-curricular activities grow out of the curricular activities and return to them to enrich them. In accordance with this idea, the school newspaper would be all or a part of a course in English; intra-mural and inter-scholastic athletics would grow out of and be a part of a real program of health and physical education; assemblies and commencements, rather than being specially contrived for the occasion, would grow out of the real life of the school.

Manifestly, this thesis requires that the school be really alive. Intra-mural and inter-scholastic athletics cannot grow out of a situation wherein there is no real program of health and physical education or out of the older type of formal drill. The assembly cannot grow out of lifeless classrooms or dull activities. A real, live Latin Club cannot grow out of a class that is all syntax and translation of misunderstood Latin into English, wherein Cæsar sees-him-self-to-be-about-to-be-surrounded-by-the-enemy. The place to grow real extra-curricular activities is first of all in actual, living classroom teaching. From such teaching

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definite interests may be discovered that some pupils may want to follow beyond the bounds of even an elastic curriculum, hence a club. For example, in a course in American literature, there is the desire and the necessity of getting an idea of the whole field in a given length of time. As a part of such a course there is a study of the short story. Some pupils are fascinated by the possibilities of *The Lady or the Tiger*, or by the characterization of *Tennessee's Partner*, to the extent that they desire more stories by Stockton and Bret Harte. Here is the basis for a short-story club. This situation includes part of what Professor Briggs calls teaching people to perform better those DESIRABLE activities that they will do anyway. Wherever this idea of growing the extra-curricular out of the curricular is really accepted, its back-fire can start a real conflagration in the classroom.

SOME OBSERVATIONS AND CONCLUSIONS

In national and state educational meetings, in sectional and in local conferences, in college and university classes, and in book and magazine publications, there has been, and there is continuing to be, discussion of the theories and plans of extra-curricular activities. Fortunately, there is still a spirit of pioneering. Likewise, there is still much healthy disagreement.

Possibly representative discussion has been carried on in the present writer's courses in the Organization and Administration of Extra-Curricular Activities of Junior and Senior High Schools, held at Teachers College, Columbia University, each semester, including Summer Sessions, since 1919. Out of the conflict of ideas, agreements and disagreements of these pioneers, some conclusions, more or less tentative, have been reached and in a few cases of high daring some sign-posts have been set up. These "con-

clusions" are not the result of any outburst of original thinking; rather, they have developed as a result of experimentation in many hundred high schools. In some cases, at least, this experimenting has been more or less in accordance with the theory formulated in the two theses cited earlier in this chapter. These two theses, it should be added, were two of the cases of rather general agreement.

Definition. Extra-curricular activities may be defined as those legitimate activities of the school not otherwise provided for. It is recognized that an activity may be curricular in one school and extra-curricular in another, and the reverse. There are many examples, such as debating, dramatics, school publications. Likewise, within a single growing school there are changes from year to year in respect to what is and what is not curricular.

Names. In addition to the name "extra-curricular activities," many other names have been used, such as: "extra-curriculum" (with a merry war between noun and adjective), "co-curricular," "extra-class," "socializing-integrating," "collateral student activities," and so on. The name does not seem to affect practice. Unsatisfactory as it is, the expression "extra-curricular activities" is most often used.

It has been urged that all activities of the school that are educative should be included in the curriculum. As now organized, each subject taught in the school has its course of study made, or being made, or remade. Related subjects with their courses of study are grouped into a curriculum and the various curricula constitute the program of studies. Some activities, such as the student council, class organizations, home-room organizations, school courts, honor societies, are not of such a nature as to develop into courses of study. All of the activities primarily in the field of pupil participation in government come in the non-

course-of-study group. However, in the modern high school, in comparison with the older and more formal type of school, the line of demarcation between curricular and extra-curricular is fortunately becoming less sharply drawn.

Two schools on the same campus. In the older secondary school, as well as in the college and university, there tended to be two schools on the same campus. One school was made up of courses "offered," "given" by teachers, "professors," which if taken successfully in a certain sequence and in sufficient number, led to graduation. The other school was composed of athletics, dramatics, glee clubs, parties, "Junior proms," senior banquets, clubs, fraternities, and so on. This school, regardless of how it delighted or worried the faculty, and even if the faculty knew nothing and cared less about it, was vitally alive in the thinking and especially in the feeling of the pupils. The idea in the present study is not to worry at all about the name, but to try to help the school arrange, not a fraction of the school's opportunities, but the whole school situation, so that there shall be a favorable opportunity for pupils, and teachers, too, to become increasingly, intelligently self-directive. If these activities, in which there is such an investment of pupils' time and energy, have educational possibilities, they should be so guided that they pay educational dividends. If these activities are not of such a nature or cannot be so guided as to pay dividends comparable, at least, to corresponding investment in other fields, they should be so far as possible eliminated.

New frontiers. If all pupil activities were made curricular and closely directed by teachers as most curricular activities are now taught and tested, youth would probably move out to a new frontier. There would be openly or secretly new groupings in clubs, societies, fraternities.

Fortunately, such is the nature of youth. Youth, for example, is going to share in the government of himself and his fellows; if age will not admit the fact, then age will have to submit.

New techniques. There must be more emphasis on the newer techniques of the classroom, whereby the pupil shares in the planning, assigning, teaching, and testing. However great this need may be in the classroom, it is even greater in the extra-curricular field. Teachers, sponsors, advisers, coaches, must learn how to advise enough, but not too much. Types of poor teaching that have been outlawed in the classroom sometimes run wild in the extra-curricular field. Team captains too often must look in critical moments of play to the coach to find out what to do. Some principals still appoint the presidents of important extra-curricular activities. Coaches yet exist who insist on appointing athletic captains; school orchestras, even in contests with other orchestras, are frequently led by adult professionals. Contests are held between pupil publications; the "annual" is an example, wherein material may be included which is the work of teachers or outside professionals. Many dramatic clubs are completely dominated by the teacher-coach. Honor societies exist and helpfully, yet pupils are often denied the educative experience of thinking through and evaluating the comparative merit of various pupils in leadership and service to the school. It took a long struggle in debating to eliminate the "canned" speech prepared by the coach. In some clubs teacher-sponsors do most of the planning and all of the worrying.

Teacher guidance. There is a need for teacher guidance — not domination, but guidance. To make activities go well, especially from the adult point of view, to make a good showing, to arrive quickly, there is a natural tendency

for a type of classroom teacher, when working in the extra-curricular field, to do all the planning and do it directly. Such a procedure robs the pupils of an opportunity for an educative experience. It is the sponsor's business to arrange the situation so that there is a favorable opportunity for pupils to plan and act intelligently. Some teachers reply: "When I try such a plan, nothing worth while happens." The answer is, learn how to arrange the situation. "The fault, dear Brutus, is not in our stars, but in ourselves." There is here, as in the classroom, a necessity of learning how to advise — what, when, whom, how, and in what amount. Likewise, there is a necessity of expecting, looking for, even demanding, achievement, not on an adult, but on a pupil, level.

Exploration. As has been pointed out, many extra-curricular activities can grow out of interests discovered in the curricular field. At the same time there is a real opportunity for exploration in the extra-curricular field. Obviously, there is an opportunity to explore fields of knowledge, to experiment with new and promising materials and procedures. The discoveries may result in new curricular courses. Much that now exists as curricular started as extra-curricular. There are so many cases that it seems unnecessary to cite examples.

This exploration does not end, probably it does not even begin, with possible curricular materials. There is the exploration of the pupil himself, his interest, his curiosities, his abilities. Pupils, in varying degrees, have initiative. In spite of almost no techniques in the beginning, they have the capacity for coöperative effort. Some have the ability to lead, but they need to learn how. Others can learn how to lead in some degree and they can learn how to follow, not blindly, but with eyes that see and minds that evaluate. Emotional control is necessary. Pupils in a re-

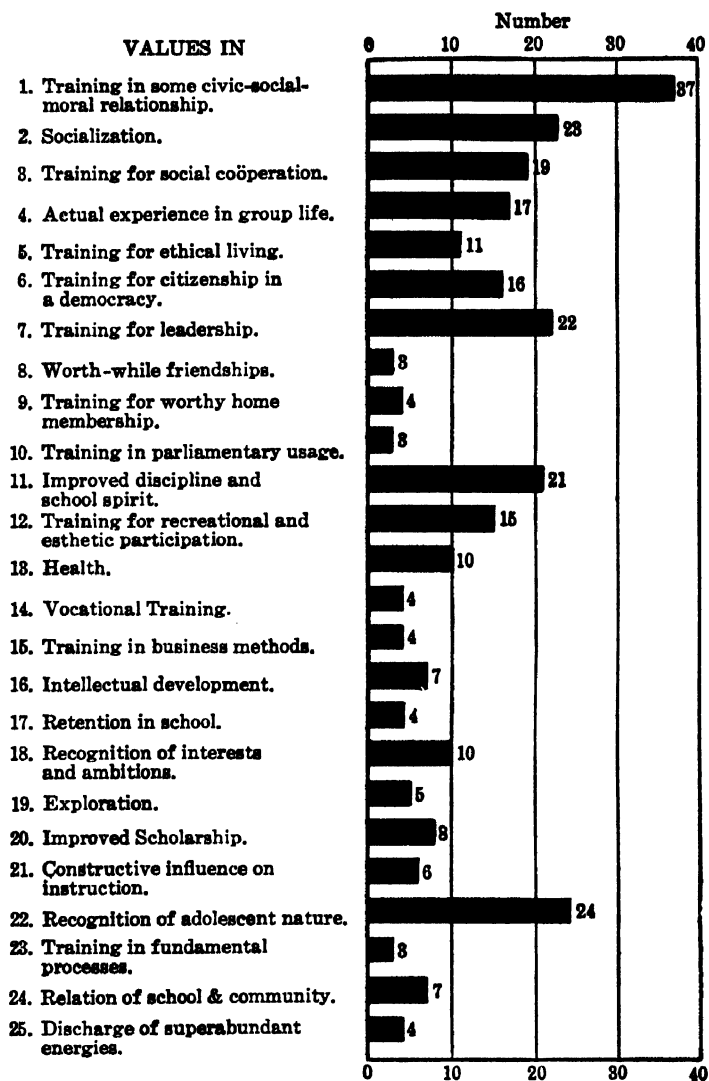
latively free field — guided enough, but not too much — have some real techniques for teaching their fellows how to behave when they get, or do not get, what they want. There is no freedom without law. There is a necessity for a consideration of the rights of others. There can be real exploration in *intelligent* obedience to authority. In the extra-curricular field there is not only a real opportunity for exploration and experimentation with possible curricular materials, but in the fine art of living with one's fellows happily and successfully.

Happiness. Pupils are required by law, they are compelled, to attend school. To require a pupil to associate intimately with an adult who does not like what he is doing, who is sour and physically or emotionally dyspeptic, makes the work of the Society for the Prevention of Cruelty to Animals look primitive. If teachers do not like their jobs, they ought to get out; children suffer enough as it is. This business of thinking clearly, of being happy, of believing it can be done, of being creative, is absolutely necessary in the extra-curricular activities. There must be joy, zest, active, positive, creative activity, and a faith that right is mighty and that it will prevail.

Why the increasing interest in extra-curricular activities? This interest is explained in part by the claims made for these activities. In analyzing forty writings on this subject, Koos¹ found the values as presented in the accompanying table mentioned three or more times.

In considering these claims, Koos points out "the striking degree of their coincidence with any comprehensive formulation of the aims and functions of secondary education." The main point is that there is an increasing interest in *utilizing the whole school situation* to attain the

¹ Koos, L. V. *Twenty-Fifth Yearbook*, National Society for the Study of Education, Part II, p. 11. 1926.



NUMBER OF WRITERS RECOGNIZING EACH VALUE IN EXTRA-CURRICULAR ACTIVITIES

“aims and functions of secondary education.” Likewise, there is the recognition that through pupil-interests and through satisfying practice in the extra-curricular field, some of these desired ends may be more completely attained for a greater number than through the curricular field alone.

SEVEN SIGN-POSTS

1. A constructive program. The school shall develop a constructive program of extra-curricular activities. In both curricular and extra-curricular activities there has been too much of a *laissez-faire* policy. This go-as-you-please policy often prevailed in the extra-curricular field until some kind of trouble arose and the school had to act. In such cases the school sometimes moved in a negative rather than in a positive, constructive direction. A constructive policy developed by the whole school will include a plan of unification and central guidance and control. All activities, for example, should be chartered by the student council. The council itself, as will be pointed out in a later chapter, should be chartered. All activities will have a place in the daily or weekly program of activities. This plan will provide for the meeting of activities at the school and eliminate nearly all evening meetings. The school's constructive program will provide for the whole educational activity of the school and will become a planned structure rather than existing partly planned, but mostly neglected.

The constructive program shall be developed by the school. No two schools are alike. A plan that is working splendidly in one school may fail in another. As Mark Twain is said to have remarked on his seventieth birthday, “What’s good for me might kill you.” Each school differs in some respects in the past, present, and probable future of

its pupils, in training and experience of the principal and teachers, and in the state of development of its curricular and extra-curricular activities. *The constructive plan cannot be bodily transplanted from one school to another.* No matter how skillful the forester, this tree is too sensitive and too large to be transplanted. In subsequent chapters examples of mistakes on this point are cited.

The development of the constructive plan must be gradual. A plan of pupil participation in government, for example, should start in the home room, be developed there and in class organizations and in clubs, and finally grow into a student council. A club program should start with specific groups centered around definite interests and develop, grow, spread. In the end probably all pupils will belong to some club and practically every teacher will be the sponsor of some club. Teachers and pupils have to learn how to develop and carry on in such a program. There is no more reason for thinking that a school can start pupil participation in government with a student council than there is for thinking that the school can start pupils in Latin by beginning with the *Odes of Horace*.

2. This constructive plan of extra-curricular activities shall grow out of the life of the school. This idea requires that the school be alert, alive, growing, creative, responsive to pupils' needs, either felt or as yet not recognized. It does not mean, for example, that a single curricular class in the Social Studies should presume in and of itself to set up a student council. Such a council is a whole school affair. The curricular life of the school should be the abundant source from which streams of extra-curricular activities burst forth.

3. This constructive plan shall recognize that the pupil is a citizen of the school. As a citizen the pupil has rights, duties, privileges, and obligations. Privilege and responsi-

bility do not exist separately. As Dewey puts it: "There can be no stable and balanced development of mind and character apart from the assumption of responsibility." Membership in activities must be open to all on a basis as objective as is possible. There should be freedom of choice as to pupil participation. This requires that there be a wide variety of activities. At the same time, it is recognized that there is need, through a point system or otherwise, for stimulating, guiding, and, if necessary, limiting, the extent of participation of any one pupil at a given time. No matter what the value of extra-curricular activities, these values are not realized if pupils do not participate, or if their participation is not wisely balanced, or if they engage in too many activities. An overdose of extra-curricular activities is not good for the individual pupil or for the school as a whole. Wide participation of pupils in extra-curricular activities requires that expenses of various activities be kept moderate. These activities are a part of a free system of public schools. Since the school is responsible for these activities, all of the members must be citizens of the school. Pupils only are members.

4. Teachers shall accept, whole-heartedly, the responsibility of developing the school's extra-curricular activities. Teachers should be selected and promoted, in part, for their ability to work in the extra-curricular field. Teachers should have an appreciation of the worth of extra-curricular activities, and the ability to value them justly. Every teacher should have, or develop, expert ability in some one or more phases of these fields. It follows that adjustment must be made in teachers' schedules so that the work of the school is adequately distributed and greater success and satisfaction assured.

5. Extra-curricular activities shall be supervised. There is need for guidance and coöperative, constructive leader-

ship rather than for a multiplicity of negations or of complete direction. During and near the end of each semester there should be a serious attempt on the part of all teachers *and all pupils* to evaluate the activities in which they have had a part. There must be a feeling present or developing of a partnership in the privileges and responsibilities of the school. The principal, or some one delegated by him, should think in terms of all these activities and of the ways in which the school is meeting and can meet its responsibilities and privileges in respect to them. An increasing number of schools have a director of extra-curricular activities.

6. Intelligent public opinion shall be developed. Exploration of the school's activities will be a definite part of the orientation of incoming pupils. In the larger schools, especially, definite steps must be taken to insure that the pupils, and teachers as well, know and reasonably understand the activities of the whole school. Exploration and integration can result from knowing and understanding the problems of the whole school and sharing in their solution. How can a pupil or teacher-citizen of the school believe in that of which he has not heard? Hearing, however, is not enough; there must be a favorable opportunity for the individuals, the various groups within the school, and the school as a whole, to do something to meet the needs of the school. Naturally, there is a necessity that parents of pupils and that all members of the community shall have a real opportunity to understand the work of the school and an especially favorable opportunity to understand those activities that are new or different from those of their own school days.

7. The principal is responsible. The community is responsible to itself and to the state for its schools. This community, directly or indirectly, selects representatives

who constitute a board of education. This board is a policy-forming organization and delegates to an expert, called a superintendent, the execution of these policies. The superintendent, without surrendering responsibility, delegates to the high school principal the responsibility of carrying on the work of the high school. The principal delegates responsibilities to administrative and supervisory assistants and to teachers. The principal and the staff of the school may delegate various responsibilities to pupils as individuals or as groups. The principal, however, remains responsible to the superintendent and through him to the board of education. This board is responsible to the community. Therefore, all activities of the school shall be chartered by the principal directly or indirectly through the student council. Since the principal is responsible, he has the power to veto the activities of any organization in the school. His ability to lead, to guide, to develop democratic living in a modern high school will be indicated, in part at least, by the number and character of his vetoes. This veto power, while important in theory, is of little importance in practice, for it is so seldom needed or used.

The real point of this idea of the principal's responsibility is that as the leader of the school he shall lead. With the help of his teachers and pupils, he shall develop a constructive policy for growing the school's extra-curricular activities. The principal is responsible for the sign-posts of his school.

Growing activities. In the successive chapters of this book, it is repeatedly pointed out that activities must be gradually developed in a school. Likewise, the idea back of the activity must be gradually developed through successful practice. For example, if the real need of developing the pupil's ability to participate in the government of the school is recognized, the whole school situation must be

so arranged that there is a favorable opportunity for the development of this ability. This whole school situation involves the home-room, the classroom, the class organization, the school council, the assembly, the clubs, the school publications, the athletics, the management of the extra-curricular finances, commencement exercises — in short, all the school's activities whether inside or outside of the accepted curriculum.

Since this volume is concerned, in part, with the development in the pupil of the ability to participate in the government of the school, there will be successive chapters dealing with school situations which can be so arranged as to be favorable to the development of this ability. So far as the extra-curricular field is concerned, the most favorable place to begin the development of the pupil's participation in the government of the school is in the small, relatively homogeneous group in the home-room. After beginning successfully in the home-room in learning what to do and how to get at it, the members of a home-room can join with members of other home-rooms of the same class in working out a class organization that concerns itself primarily with the responsibilities of the class for its own immediate affairs. When the pupils of the home-rooms of a class and the class as a whole have developed sufficient ability in being reasonably self-directive, a third step may be taken. Representatives of all home-rooms may join with representatives of other home-rooms and with one or more teacher-guides in developing a school council. This council concerns itself with finding and attempting to solve whole school problems within the range of its abilities. In a chapter on the council some five or six score of these problems which councils have attempted to solve will be cited. The chapters of this book, therefore, after this opening chapter, begin with home-rooms, class organizations, coun-

cils, and go on to deal with a variety of pupil activities which can be arranged so as to favor the development of opportunities for the pupil to practice the qualities of the good citizen here and now with results satisfying to himself.

The theory and the practice of this book are vitally concerned with the unity of the educative experiences of the pupil and of the whole school. Historically, curricular and extra-curricular activities have developed along somewhat different lines: the former emphasized by teachers, the latter by pupils. The modern school, however, aims to utilize all educative experiences for the growth of the pupil. It is a constant thesis of this volume that wherever possible extra-curricular activities should grow out of curricular activities and return to them to enrich them. Thus, in such chapters as those on clubs, assemblies, commencement, school publications, athletics, and extra-curricular finances, the ways in which these activities can grow out of curricular activities are constantly kept in mind.

The theses and the theory stated in this chapter are really a part of every chapter in the book. In spite of the writer's belief that he has combined theory and practice in attempting to work out, in the extra-curricular field, some phases of what to do and how to do it, the reader in studying the chapters that follow can help himself very definitely by keeping in mind the main ideas of this first chapter.

It is the privilege of the pupil, the teacher, the supervisor, and the administrator to share eagerly and happily in the whole growing, creative life of the school.

QUESTIONS

1. Why is it necessary, or not necessary, that in a field changing as rapidly as that of the school's extra-curricular activities, educators should have sensitive minds capable of alert readjustment?

2. To what extent do you agree, or disagree, with the "sense of direction" expressed in this chapter?
3. In what respects do you accept or reject the two theses submitted? On what basis do you make your acceptance or rejection?
4. Should a school formulate standards of good citizenship? If so, how? Is it important that such standards as you have in mind should respect the privileges and responsibilities of the individual? Why?
5. In what respects, if any, do curricular and extra-curricular activities differ?
6. In what sense can the curriculum include, or not include, all of the school's educational activities?
7. In addition to the term "extra-curricular," list all the names of these activities that you can find. Just what is the justification of each one?
8. So far as your own school is concerned, are there "two schools on the same campus?" Why, or why not?
9. Is it true that "types of poor teaching that have been outlawed in the classroom sometimes run wild in the extra-curricular field"? How do you account for your answer?
10. How do you account for the increasing interest in the extra-curricular field?
11. What "Observations and Conclusions" in this chapter, if any, do you consider educationally sound? — unsound? On what basis?
12. For the school you know best, which, if any, of the "Seven Sign-Posts" set up in this chapter are of special value, little value, no value? Make a list of such "sign-posts" as are necessary for your school.
13. If you were writing the remaining chapters of this book, which ideas in this present chapter would you keep in mind in writing each chapter?

CHAPTER II

THE HOME-ROOM

The home-room in its earlier form was a routine, administrative unit of the school. The home-room used to be known frequently as the Session, or Record, or Book Room, and as such was usually composed of one teacher and twenty-five to forty or fifty pupils. As high schools increased rapidly in size, it was in this Record Room, in many cases, at least, that practically all of the school's administrative routine was carried on. It was here that attendance was recorded, schedules were made, details of enrollment taken care of, report cards distributed, and most problems of discipline solved. With the increasing size and with the development of the idea of pupil guidance, and the fixing of responsibility for this guidance, the Session, Record, or Book Room took on various advisory functions and as such has come to be known as the Home-Room.

Administrative work may be educative. The aim is not simply to have the administrative routine business of the school more economically and efficiently performed in the home-room, but to have both teachers and pupils share in the administrative work as one means of educating themselves. To share in the administration can enable both teachers and pupils to understand and possibly to improve administrative methods and, in this striving, to develop knowledge of necessary procedures, intelligent attitudes, and helpful habits of doing team work. There are yet some home-rooms where teachers try to do everything themselves, while there are other home-rooms where the pupils,

intelligently guided, have a large share in carrying on the administrative work. In rooms of the latter type, pupils, elected by their fellows, guided by their teacher, take the attendance, read the announcements from the principal's office, lead in the morning devotional exercises, aid in solving disciplinary problems and in carrying on the administrative routine work peculiar to the room itself. Unfortunately, to a few teachers this routine work is a grind, to many others it is a favorable opportunity for enabling pupils to share in real problems, to do effective, team work, and to practice some of the qualities of the good citizen with immediate satisfaction. Successful teachers handle routine, administrative work quickly. Many hands and heads, intelligently guided, make light work.

The home-room is a HOME room. To many pupils, entering a new school is a trying situation. Old friends and familiar ways seem far away. The teacher may be friendly, but everything seems so new. As schools become larger, there is an increasing tendency for the individual pupil to get lost, and often to feel more lost than he is. One teacher of a home-room of girls helped in overcoming this lost feeling by enabling her pupils to mimeograph the roll of their home-room, Room Three, showing the name, the seat location of each girl, the school from which she came, and her present studies.

Since "Room Three" was a *home* room, of course, each girl must know every one in the room. The introductions must be made, not only under favorable circumstances, but with a dignity and a simplicity that made even the shyest little girl feel that she "belonged." In the hands of the right teacher, there is almost magic in the morale-building qualities of getting acquainted, in receiving and being received as a real somebody by one's peers. It is a fine thing for the teacher to be friendly and courte-

ous, but while it is more difficult, it is still finer for this friendly teacher to arrange the situation so that there is a favorable opportunity for every member of the home-room to practice with satisfaction the most courteous behavior of which he or she is capable. Pupils like such practice, and they never are more anxious to do their best than when first they are sizing up and being sized up by their fellows. Many teachers seize the moment of the pupils' first meeting to set the behavior pattern, and then try to enable them not only to live up to it, but to surpass it.

The feeling of being *at home* in the school, however, is not primarily a matter of talking, but of deciding on and doing some piece of group work. Pride in the home comes from doing something recognized as being worth while to improve the home. One wise, experienced home-room teacher loved beautiful pictures, and had some really fine reproductions of good pictures on the walls of her home-room. The story is told that one time she had these pictures taken down just before she was to have a new home-room group. Shortly after the new group arrived, she had her group, by easy strategy, studying the pictures and how and where to hang them. Soon the pupils were working together to improve their school home, with the result that they got acquainted by working together with freedom, and had an increased feeling of being at home and of pride in their home because they had helped make it. The teacher could have hung the pictures. She might have been able to get the janitor to do it, but the story says that she started with forty individuals and ended with a unity of spirit as the result of a happy, shared experience. Possibly hanging the pictures helped.

The home-room gives the teacher a real opportunity to know the pupils. The alert, home-room teacher has probably a hundred and fifty, or more, different pupils in his

classes during the week. He must know them all. Probably he does, but if he can have the members of his own home-room in class, there is a double chance to know his own group. Whatever happens, he must know his home-room group. Much can be learned by a study of their intelligence quotients, from a study of all the grades they have previously made, by knowing their participation in extra-curricular activities, by an interest in their out-of-school activities, and by knowing the parents, either through visits to the pupils' homes or by visits of the parents to class work, or their attendance at home-room activities. Every teacher knows that a boy frequently shows only a fragment of himself in demonstrating a problem in geometry, and still less in reading a lyric poem. Working day after day with pupils who are solving problems affecting the immediate life of the school, of the home-room, and of themselves, the home-room teacher can come really to know the pupil. Any high-school pupil must be known and understood by at least one teacher in the school. This is the business of the home-room teacher.

The home-room can serve as a means of unifying the school. The home-room can enable all its members to know the history and development of the school and either to know, or know about, the people who have made its history. This process of integration may be carried farther by common knowledge of the program of studies, of the curricula, of the courses of study, of the extra-curricular activities, of the traditions, and of the spirit of the school as expressed in the school motto or creed. Intellectual integration is not enough; there must be opportunity for emotional integration as well. The school songs and cheers are important. The incoming pupil probably hates above all things to appear "green" in the eyes of his fellows. The home-room is the place to learn, in so far as

possible, what to do and how to do it in all phases of the school life — curricular and extra-curricular.

Knowledge about the school and its ways cannot really integrate the school unless there is provision for action. Just as loyalty to the home-room is built up through the shared experience of the individual members of the home-room, so larger loyalties can be developed by the coöperative effort of all the home-rooms of one class and by home-rooms of all classes, in service to the school and the community. In everyday life there is loyalty to the family, to community, to state, and to nation, but the loyalty begins in the smaller, more closely knit groups and this loyalty grows by action. Intelligent public opinion is formed in small groups, and these smaller groups become integrated as they unite in action for the common good. If pupils are to practice the qualities of the good citizen here and now, with results that are satisfying to themselves and that make for the good of the whole group, it is necessary for them to merge their interests in those of the group, and for the group to merge its interests in those of larger and larger groups. The home-room furnishes the basis for such action.

The home-room has an important part to play in the whole matter of the pupil guidance. There is a favorable opportunity in the home-room for guidance — personal, educational, social, moral, and vocational guidance. Probably there is no time in life when *personal guidance* is more needed than in the high-school period. Pupils with so much that is new to them, both within and outside of themselves, are eager for guidance. To inspire the confidence, to have the knowledge, and to know how to give it, and when and in what amount to give it, is an art. The home-room teacher who is equal to the opportunity that exists, or, in most cases, can be created, is all too rare, but

such teachers do exist. Probably most mistakes in the matter of personal guidance are made by postponing the needed help until the pupil is in trouble. Thus many teachers and parents never meet until the pupil is in trouble. At such a time embarrassment may be mutual. The first meeting should be at a time when everybody is happy, and, if possible, it should be in celebration of some success of the pupil. Under such circumstances, guidance may be received as well as given. Probably teacher and pupil contacts can best be made when together they are developing a constructive guidance program. The teacher who waits for a breakdown before attempting real, personal guidance simply makes himself a "trouble-shooter" and wastes most of his time and energy.

The home-room teacher who attempts to do all of the personal guidance himself is courting comparative failure. There are common problems for the whole room to face. The pupils frequently know the problems of their fellows much better than the teacher knows them, and, curiously enough, sometimes they can find the solution when the teacher fails. At least in one case the pupils of the Speyer Junior High School succeeded where all adults had failed. Marco, a member of Miss Porritt's home-room, was one of the brightest, finest boys in the whole school, but something happened. He quit work; he would not play. He talked to no one — silent, morose, alone in spirit. Marco lived at the Hebrew Orphan Asylum. The able, kindly head of this institution, the home-room teacher, and the principal of the school studied the case together, and tried to talk with Marco. No result! A little boy with torment in his mind was fighting alone. Two of Marco's friends, Ira and Tommy, were at work. Day after day, they tried to help, but, like Saul, possessed by some evil spirit, Marco was alone in his black tent. Finally, one morning, before

other pupils arrived, three happy boys came to Miss Porritt, their understanding, home-room teacher. There they stood before her desk — Ira, Marco, and Tommy! The glory of the day was in their faces. All three were trying to be polite, but Tommy and Ira, making a duet of their talk, told how day after day they had walked with Marco, how they had tried to help, how they had failed, and how, finally, on the afternoon before as they walked, all three of them got to crying and Marco talked. Now everything was all right. "Is that right, Marco, is everything all right?" The teacher really did not need to inquire, for Marco smiled; the light had come back to his eyes. These three first-class fighting men were again brothers in arms, ready to attack the citadel of their own ignorance and also ready for all healthy adventures. Later, these three boys told the teacher what was the torment in Marco's mind. Since she was a wise teacher, she had asked few questions, but understood and waited. It is this altruistic spirit of youth that can be the spirit of the home-room and can enable these youthful citizens to bear one another's burdens.

The home-room can aid directly in *educational* guidance. The school itself, by its offerings and by its administration, should enable pupils to explore both their own interests and abilities and what the school has to offer in both curricular and extra-curricular activities. Parents sometimes want their children to take courses for which they are not fitted, or, if they are able to take the course, it may be one that gives little promise of either an immediate or a deferred value for this particular pupil. "Broadening and Finding Courses," as worked out by Dr. H. B. Bruner and presented in his *Junior High School at Work*, have much to commend them. However, no matter how effective these courses are, there must be the human contact. The classroom teachers of the various courses can be of great help,

but the pupil is not divisible and the results of all explorations can come together most helpfully for the pupil in one adviser. There can be an educational counselor to give expert advice, but such a counselor, with a thousand or more pupils to advise, cannot do all the work that ought to be done. Such a counselor must do much of the advisory work through the teachers, and especially through the teacher who knows the pupil in relation to his home, his community, his in-school and his out-of-school studies and activities, and his probable future. As departmentalized high schools are now organized, this person is the home-room teacher.

The home-room can aid in *social* guidance. Pupils often do not know how to work or play happily or effectively with their fellows. They have the capacity for coöperation, but have not yet acquired the ability to do effective team work. The school carrying on its activities, especially in the leadership of its extra-curricular activities, is a selective agent. It selects as its leaders those who are learning how to do coöperative work. Leaders, to be sure, are born — otherwise they would not exist; but leadership, as well as intelligent followship, can be developed in actual situations. There seems to be an instinctive tendency on the part of some pupils to want to lead, and if they cannot lead, some of them will not play. In small boys' baseball games often they all want to pitch, catch, bat, or play first base, and no one of them is willing to take his turn in right field. Such qualities are probably not peculiar to youth of high-school age. Possibly one can observe that there are some adults, even some adult leaders, who, in the march of life, can keep step only when they beat the drum. Pupils faced with the necessity of picking the right leader, if they are to be successful in their enterprise, can be taught to look for, expect, and demand certain qualities in the leaders

they choose. They can be taught that leadership is not the peculiar privilege of a few. For example, a survey of home-room 104, composed of thirty-four pupils, grade 9A, a medium group, in the Byers Junior High School of Denver, spring term, 1925, disclosed the following distribution of leadership as represented by being elected to office by one's fellows:

1. Number holding offices, 12.
2. Number of offices held by 12, 22.
3. Number holding more than one office: 6 hold two offices; 2 hold three offices.
4. Number of pupils who *have held* offices, 25. (Number of pupils who entered this year, 4.)
5. Per cent of pupils (present before this year) who have held office, 83.3 per cent.
6. Pupils who do not hold and have not held office, 4.
7. Pupils who hold office now, but only entered this year, 3.
8. Pupils who do not hold office now but only entered this year, 1.
9. Number of offices held *before* this term, 92.
10. Pupils who have previously held one office, 8; two offices, 1; three offices, 4; four offices, 3; five offices, 2; six offices, 2; seven offices, 4; eight offices, 1.

It seems reasonable to conclude that it is only by wise guidance that such a distribution could exist. According to Kipling, the Master in *The Brushwood Boy*, by arranging the situation, by half-hint, and by suggestion, taught Georgie Cottar how to be a leader of boys and in turn a leader of men.

In the present stage of civilization, teachers cannot do much to determine the qualities which a pupil inherits, but they can do a great deal to provide favorable circumstances under which these qualities develop. The home-room is the school's first opportunity to determine the pupil's environment. The ideal is not to develop a few leaders who may make a great showing for the school, but rather to

provide the opportunity for all pupils to develop their initiative, their ability to coöperate, to lead, and to be intelligently obedient to authority. The place to develop these abilities for the junior citizen in school, as for the adult citizen in the state, is, first of all, in his own comparatively small community with his own fellows — in a large high school this small community means his own home-room, his recitation group — then in his class — freshmen, sophomore, junior, senior — and finally, in the organization of the whole school.

Not all of social guidance is found in what is written, or what is usually read, by schoolmasters. Social guidance, if it is effective, should extend beyond the home-room, beyond the boundaries of the whole school. The worth of this guidance is determined by what pupils do out of school as well as by what they do in school. Probably some teachers may get a broader view of social conditions by reading Mrs. Eleanor Rowland Wembridge's seventeen stories of *Other People's Daughters*. Certainly teachers who aspire to advise girls can understand some girls better if they get an insight into these "drifting girls of the big cities who pass by day from one temporary job to another, by night from movie to dance hall, seeking joy and the fulfillment of their youth." Some school adviser may get a new light on boys if he will ponder the case of those two snobs, J. Henley Smolett, Jr., and Izzy Smolensky, in Joseph Gollomb's *That Year at Lincoln High*, or read Howard Burdge's study of 245,000 sixteen-, seventeen-, and eighteen-year-old employed boys in the State of New York. Even those who would advise in community, social, and religious affairs might get a new point of view in Richard Morse's *Fear God in Your Own Village*, as he tells the "true story of an attempt to put the fear of God into an American rural community; that is, to bring order out of

the chaos of its social and civic affairs, to put pride and coöperation into the place of suspicion and individualism, to make narrow prejudice and plain cussedness give way to sympathy and unselfish service." It is entirely possible for the schoolmaster to get too much of a kind of so-called pedagogy and too little life in his study of young people of high-school age.

The home-room can aid in arranging the educational situation so that there is a favorable opportunity for *moral* guidance. The selection of subject-matter and the methods of teaching have a great place in the development of ethical character. Something can be done by direct moral instruction. Extra-curricular activities in their freedom, shared responsibilities, necessity for choices, intellectual and emotional satisfactions, furnish a real opportunity for moral guidance and moral growth. The home-room can be the garden plot for starting right actions that will bloom through all the life of the school. The interest in those things which make for social order and social progress, and the desire and increasing ability on the part of pupils to put these principles into practice, are of themselves means of developing character. To help right ideals become "working forces in behavior" is a part of the opportunity of the home-room.

The home-room can aid in *vocational*, or, at least, in pre-vocational guidance. Edgerton,¹ in a study of 143 city departments, or bureaus, found that 96 arranged to assist all pupils by means of vocational counseling; 74 attempted to provide all pupils with educational guidance and vocational preparation; 134 provided systematic employment or placement systems; 11 provided systematic employment supervision or follow-up work. In the program for vocational counseling which Professor Edgerton helped de-

¹ Edgerton, A. H. *Vocational Counseling and Preparation of School Counselors*.

velop in Detroit, the Board of Education made available in the form of a series of bulletins on vocational information, *Opportunities and Requirements in Local Occupations*. Plainly such a work requires the services of the vocational expert. However, when it comes to placing emphasis on the pupil's "selecting a suitable life occupation and preparing for it," the home-room teacher, because of the close, personal relations, has a unique opportunity in encouraging the pupil to get the information necessary to making an intelligent selection. As one who has a direct part in making out the pupil's schedule, the home-room teacher, right or wrong, must have something to do with the courses taken in securing preparation for the life occupation that has been, or is to be, selected. Again the home-room, through its own programs, can aid in presenting vocational information. The information, wholly or in part, may come from the vocational counselor, but both the attitude of the pupils and the final form of the program will depend largely on the home-room teacher. There is need for personal, educational, social, moral, and vocational guidance. Important as vocational guidance is, teachers need to recognize that it is only one phase of pupil guidance.

The basis of pupil participation in government is the home-room. The whole idea of pupil participation in government must grow. It cannot be transplanted nor can it be imposed from above. Pupils or teachers who do not participate intelligently in directing their own home-room affairs are not yet ready to participate intelligently in the affairs of a student council. In any form of real democracy, the small units that compose it must be actively participating. It is a very real question as to how long any form of democratic government among adults, no matter how wisely planned, can endure if half of the people accept their responsibility so lightly that they do not even

cast their votes. It seems to have taken a freedom-loving stock of colonists a century and a half to develop to the point where they could unite "to form a more perfect union." Pupils may study all the constitutions of pupil-teacher councils that have ever been written, but they have to work out and to live in such a scheme in comparatively small groups before they have the ability to participate intelligently in larger groups. Knowledge alone does not ensure satisfactory performance. The school that elects its student council at large from the whole school can expect a quick growth and a quicker failure. The life of the whole is determined first of all by the soundness of its parts. The home-room organization is the core of the idea of pupil participation in government. It is here, so far as the school is effective, that the ability to be self-directive, in whatever degree it is attained, is first developed. This development in self-direction in the home-room can come as a result of managing its own affairs and in sending representatives from this small group to the larger group, or groups, and these representatives bringing back for discussion and decision the recommendations of the larger groups. There have been, and probably always will be, emergencies when the representatives of the small groups have to make immediate decisions, but in schools, at least, if there is to be any permanency of the scheme, such action must be a real exception rather than the rule. Decisions handed down from a few pupil leaders may be absolutely right decisions, but unless the pupils as a whole have had a real part in making these decisions, they have had no real chance to educate themselves to the point where they can live by them. Is a scheme of pupil participation in school government sound? Will it live? In order to find out, look first of all at the condition in the home-room. Do the ideas rise from the bottom — the home-room — or do they

come from the top — the student council — or, perhaps, from a more or less invisible principal?

Must the principal have no ideas of his own? Certainly he must have a constructive program. Perhaps he has the plans for a real scheme of pupil participation all worked out in his mind. Without such a plan he has little chance of real success. It probably took him some years to get to the point where he could work out such a scheme. However, the fact that he has it is no reason for thinking he can transfer it bodily to either teachers or pupils. If he is wise he can begin organizing home-rooms, and guide teachers and pupils so that their education in the difficult art of democratic control will progress much more rapidly than it would without his guidance. The basis for enabling pupils — and teachers as well — to develop the ability to participate intelligently in directing their own extra-curricular affairs is in the life and organization of the home-room. Principals and teachers recognize, or are coming to recognize, that pupil participation is a means for training in democratic *thinking, feeling, and acting*, rather than just a way of getting worth-while things done.

The home-room can furnish a favorable opportunity for developing ideals. The writer recalls a high-school senior who got an idea in the home-room period. He was the husky captain of the school's "Varsity" football team, and, at the time, probably the best tackle on any secondary-school team in Greater New York City. When he stood up to talk in the home-room, every one felt and knew that "Big Jake" was clean, rough, direct, honest, but this particular morning, as the result of some "horse-play" that grew out of his awkward sense of humor, he was "in bad" with the whole senior class and most of all with his own home-room. It was a tough job for the home-room to "discipline" him. The situation was tense. The doors

were shut; it was a home-room, a "family," meeting. "Big Jake" stood up. His speech was memorable. "Fellows," he said, "I never got it into my head until yesterday morning in the home-room, when you fellows were discussing manners, that manners were just another form of good sportsmanship. I'm sorry. If you are willing, I'll discipline myself." A shout went up! These boys knew he would do what he said. The home-room president relieved the situation and restored order when he said, "Jake, we are all for you. If you don't look out, you will grow up to be a man yet." Ideals are formed, in part, by what the group demands and accepts.

As every one knows who has been a home-room teacher or a principal, outstanding cases of successes and failures marshal themselves in memory. For teachers of experience, probably illustrations are unnecessary, for their own minds are full of so many cases that go to show, in spite of a fascinating variety of foolish performances, that the heart and the mind of youth are fundamentally sound. If experience with youth is lacking, all that most people have to do is to look within and remember themselves.

A summary of the purposes of the home-room. In the classes of graduate students in extra-curricular activities that the writer has had, there have always been groups of students who have been especially interested in home-rooms. These groups in making their reports to the class have stated that, among other things, the purposes of the home-room are:

To develop individual and group initiative, right habits and ideals.

To inspire to greater or higher effort along desirable lines.

To develop that discriminating loyalty which is enduring.

To develop such social principles and regard for others as loyalty, friendship, fair play, honesty, sympathy, respect, sincerity, social interdependence, unselfish service.

To discuss proper attitudes toward, and habits of, good citizenship.

To provide opportunity for the development of intelligent obedience to authority.

To develop the cultural, the social, the loyalty side of school life, thereby fostering a high type of idealism.

To develop social and civic interests in the entire school and community.

To develop a consciousness of ultimate goals underlying immediate goals.

To develop graceful and gracious ways of getting along with people.

To develop efficient execution of duties.

To develop clean living in mind, body, and surroundings.

To develop an attitude and a regard for beauty — the appreciation of music, or art, and of literature, and of attractive surroundings, cultivated voices, tasteful attire; not only knowledge and attitudes, but skill in these.

To help pupils have a healthy emotional life.

To help pupils know and feel that the way to have the qualities they want to have is to practice these qualities.

To furnish a favorable opportunity for every member of the home-room to practice the qualities of the good citizen with satisfaction.

To create and maintain high class standards in classroom work.

To capitalize by approval, successful achievement of every member of the home-room.

Probably no one of these class groups that, after discussion among themselves, has set down the purposes quoted, believes the home-room can accomplish all of these purposes, or any one of them in its entirety, yet these experienced men and women do believe that it is necessary for the home-room, the family group of the school, to develop along such lines as they set forth.

The time allotted in the schedule will be determined by the purposes of the home-room period. If any, or all, of the purposes of the home-room that have been presented so far in this discussion are to be realized, there must be a

definite allotment of time. In a study of some 200 schools, 65 per cent had 10 to 20 minutes daily, and one period 40 to 60 minutes in length once a week; 14 per cent had 45 to 60 minutes, one to three times a week; 12 per cent had 5 minutes daily; and 9 per cent had 30 minutes daily. In studying current practice, it is necessary also to consider at what time in the day the home-room period shall be. In the study to which reference has just been made, 56 per cent of the schools had the home-room period at the beginning of the morning period; 14 per cent at the end of the second period; 11 per cent at the beginning of the afternoon session; 11 per cent at the close of the afternoon session; and 8 per cent at other times during the day.

The *Manual for High Schools of Pennsylvania* presents "A Suggested Outline for a School-Activities Period," with the home-room period the first day of the week, coöperative pupil government the second day, school assembly the third day, club meetings the fourth day, and faculty activities the fifth day. The plan just presented is recommended by the *Pennsylvania Manual* for schools of twenty or more teachers. For medium-size schools — six or eight to twenty teachers — three instead of five periods are recommended, and for small schools — four to eight teachers — two periods per week are considered desirable.

Specific examples might be cited almost indefinitely, but sound practice seems to indicate that there is a necessity for more time for home-room activity in the junior than in the senior high school, but that, in any case, *as a minimum*, there should be a daily period of not less than ten minutes and one full period of the same length as the recitation period, once a week. Principals, or groups of teachers, must justify the home-room period on the same basis that they must justify the use of any period for any purpose — by the worth, both immediate and deferred, of the activity that goes on during the period.

What shall be the pupil composition of the home-room? Shall the pupil composition of the home-room be determined by classes — freshman, sophomore, etc.? Shall it be determined by intelligence quotient? By intelligence quotient within the class? By accomplishment quotient? By class and by sex within the class? By grouping pupils of all years of the school alphabetically? By sex? Shall the pupils be grouped by elementary or junior high schools from which they come? By the curriculum pursued? By extra-curricular interests? By age? By age and sex? Arguments for and against each of these plans may not be of equal weight, but they exist. Probably some of these plans should be examined further before any recommendation is made.

1. *By classes, and alphabetic within the class.* This plan makes possible intelligent, exploratory work for any class, for the entering class, for example, or for the seniors. It is an administrative, as well as an advisory, workable plan. It provides a typically diversified group, held together by a community of interests. It allows for easy expansion from increased attendance without overturning the administrative machinery. Any other plan frequently breaks down in the senior year. This plan permits grouping by sex without giving up any of the claims already made.

2. *By representatives of all classes within the school.* (In the 8-4 plan this would mean four years in the high school, and in the 6-3-3 plan, three years in the junior and three years in the senior high school.) The home-room is a *home room*; it is the "family" within the school. Children in a family are of different ages; the younger learn from the older, and the older really develop themselves in aiding the younger. This plan may eliminate class "scraps." It is true that some schools give it up in the senior year, but it remains an effective plan to prevent undue class rivalry.

It is true that this grouping may be difficult to administer so far as records and reports are concerned, but the present search is for the best, not for the easiest, plan. This plan enables the same teacher, if he remains in the same school, to have only a comparatively few new pupils each year and fewer new homes and parents to know. The upper-classmen have more opportunity to hold office and the incoming pupils can learn how to lead by watching the older ones and, if necessary, "fagging" for them.

3. *By sex.* Advocates of this plan claim that either sex, in dealing with personal problems, works better if the other is out of the way; that especially during the adolescent period segregation wherever possible is best; that there are fewer disciplinary problems; that there is more freedom of expression, especially if there is a man home-room teacher for the boys and a woman for the girls; that if some questions are to be discussed there would have to be separate meetings if boys and girls are in the same home-room; and that by this plan these questions can be discussed in a natural setting in the home-room.

4. *By intelligence quotients or ability ratings within classes.* In many large senior and junior high schools, pupils are classified according to ability to do class work, and some educators claim that the same reasons that justify such grouping for class work apply with equal force to the home-room. In organizing the Speyer Junior High School in 1916, with 200 seventh-grade boys, the pupils that ranked 1 to 25 in intelligence were placed in one home-room as well as class group; pupils who ranked 26 to 50 made up another group, and so on until the 200 boys were in eight groups.¹ This plan was studied critically during the first three years of this school, and none of the terrible

¹ Fretwell, Elbert K. *A Study in Educational Prognosis*. Bureau of Publications, Teachers College, Columbia University.

things, that are said to be undemocratic, developed Leadership on various levels existed. A greater number had a chance to succeed rather than to become discouraged by repeated, comparative failures in home-room activities and programs. In fact, as intelligence testing is carried on, some of the real leaders of the school will possibly not be in the groups of the highest I.Q.

5. *By elementary or by junior high schools.* To group the incoming pupils by the schools from which they come is to bridge the gap from one school to another. As C. F. Allen, when he was principal of the West Side Junior High School of Little Rock, said: "The home-room group is the 'family' that 'moved' to a new location, there to grow up together and go on to senior high school together." At least this plan has much to commend it for the first term of the new school. Speyer Junior High School boys, when they went to DeWitt Clinton Senior High School, asked to be kept together. The request was granted by Dr. Paul, the principal, and the results were wholesome. No undesirable "clicks" were in evidence, and old loyalties were not broken down, but merged naturally into new loyalties.

6. *By first-period recitation groups.* This plan makes for flexibility; the home-room or the recitation period can be lengthened or shortened according to the demands of the particular day. One principal says, "We formerly had a fifteen-minute period — just long enough really to do little and too long to waste, so we combined with the first period, making the first period fifteen minutes longer than other periods and all home-room groups have their first recitation in their home-rooms."

7. *By curriculum pursued, or by extra-curricular activity.* This plan is said to make for a natural grouping of kindred minds in an association that is mentally stimulating. However, it is recognized that, psychologically, the atten-

tion-span is relatively short, that interests shift, that such a plan may be narrowing instead of broadening, and that lack of exploration may also lead to a lack of integration.

8. *Random selection within a class or within the school.* This plan gets away from the monotony of having possibly all names within the home-room begin with the same letter of the alphabet, and thus in the beginning setting up an artificial relation. However, such a grouping makes for certain administrative difficulties.

The criteria for judging which plan or combination of plans is best will be based, probably, on the answers to such questions as these: Is the plan simple? — workable? — adaptable? — democratic? Does it fit in with the organization of the school? Does it foster participation in citizenship activities? In short, does it come nearest to realizing the purposes which the school desires to realize in the home-room period? The writer is inclined to favor grouping by classes and homogeneously, and where there are a sufficient number of men teachers, by sex, within the classes. In making any decision, many conditions within the particular school must be taken into consideration, such as: How are pupils grouped for recitation purposes, and to what extent is the club program developed? What is the nature of home-room programs, and how effective are the teachers in personal pupil contacts? What is the proportion of men to women teachers? What is the permanency of the teaching staff? How long does the same home-room teacher remain with the same group? — and many other questions. Any particular school needs to consider all possible groupings and, in view of the conditions in the school and the conditions the school desires to create, decide what to do.

The home-room sponsor. The sponsor's skill in guiding pupils finally determines the success of home-room activi-

ties. The purposes of the home-room may be philosophically accepted, sufficient time may be provided in the schedule, the principal may have done what he should do, the pupils may be eager, but in any specific room the success of the work is determined finally by the sponsor. In the work of the sponsor at this point three questions need consideration: (1) How long shall an individual teacher remain with one group of pupils? (2) How shall a group of sponsors organize themselves for effective work? (3) How shall a sponsor, or group of sponsors, share in planning home-room activities?

The length of time a sponsor remains with one group will be determined by the whole school plan. Evidently a principal may appoint a teacher as sponsor for a particular group of pupils for one semester, for a year, or for the length of time this group of pupils remains in school. There are certain advantages and disadvantages in each plan. If a certain group of teachers have pupils of the same level year after year, they have a favorable opportunity to learn the needs of such groups. For example, if a teacher has a freshman home-room year after year, this teacher can develop the material and technique for introducing pupils into the work and life of the school quickly and successfully. If a certain group of teachers always have senior home-rooms, they can become expert in guiding seniors in such phases of the work as checking up on graduation requirements, meeting business or college-entrance requirements, planning commencement activities, guiding seniors in their important positions as pupil leaders of the whole school. Opposed to this plan the home-room sponsor may begin with a freshman group, and advance, in so far as it is administratively possible, with the same group until it graduates. By this plan one teacher knows a particular pupil

in his whole life in the school. This teacher can know the pupil, his home, his developing interests in a cumulative way. There is no loss of necessary information, no lost motion from semester to semester. By such a plan there can be greater unity and continuity of effort in such a three- or four-year home-room. Since all teachers are not equally well suited to the work of being a home-room sponsor, it should be noted that if a pupil has the misfortune to be in the home-room of an ineffective sponsor, it seems a double misfortune for him to have to remain in his home-room during his whole life in the school.

Any group of home-room sponsors who are responsible for the pupils of a particular class, freshman, for example, have many common problems. In the high school at Wilmington, Delaware, Principal M. Channing Wagner and his teachers arrange that the home-room sponsors of any one class shall meet for the discussion of problems peculiar to their class. This same group elects one of its number as chairman of the group, and this chairman, as the result of this election, becomes adviser for this particular class as a whole. In some large schools, as is shown in the chapter on Class Organization, there is for each class a class adviser who does little or no teaching. This teacher, both through the home-room and directly, acts as adviser to all the pupils of the class and to their home-room teachers. The effectiveness of such a class adviser is usually determined by the adviser's ability to work with teachers and pupils in the comparatively small home-room units.

With the active leadership of the principal, the teachers should share in working out the plan of home-room organization. This is one way for the teachers to educate themselves so that they can work intelligently in the plan after it is started. It is easier for the principal to dictate the plan and set up the machinery of its operation than it is to

arrive at possibly the same plan by having the teachers share in the educative responsibility of working it out. There is a chance at least that the method of the principal with the teachers will be reflected in the work of the teachers with their pupils. The solving of worth-while and immediate problems in interesting social situations is, in itself, the soundest kind of education. The responsibility rests with the principal, but this does not prevent his having the teachers, in a very real sense, share in the opportunities provided in meeting this responsibility.

There can be a real joy in being a home-room sponsor. There are endless problems to solve. These problems touch practically every phase of the life of youth, in and out of school. Working on these problems may puzzle the brain, bankrupt the emotions, and make endless demands on a sense of humor, but there can be a real satisfaction and an appreciation that pays compound interest. It may have been suspected that the writer enjoyed being a home-room teacher. He did. He enjoyed his group, his "family" of boys. He enjoyed fighting with them, for them, and even, in some rare cases, against them. He knows that his boys, as boys have a habit of doing, became increasingly able to direct themselves, and he believes such increasing self-direction is a fundamental part of education. As early as 1917, Hieronimus thought it was necessary "to require as definite attention to this phase of their [the teachers'] work as to any other, and to consider their qualifications and success here equally with teaching ability when employing or re-employing them."¹ That which C. E. Brown, the Senior Science Master at Christ's Hospital, says of the teacher, applies admirably to the home-room sponsor. He says: "The teacher must be the guide,

¹ Hieronimus, N. C. "The Teacher-Adviser in the Junior High School," *Educational Administration and Supervision*, 3:92.

philosopher and friend who helps the tyro to think out connections and unostentatiously suggests, in collaboration with the pupil, the most useful line of attack on a problem. On him lies the responsibility of fostering good habits, encouraging the inquirer and helping him to adopt all unconsciously, the scientific method in every stage of his work.”¹

The organization within the home-room. The organization within the home-room will be determined largely by two factors: the program of activities to be carried on within the room, and the relation to activities outside the home-room, including the school office, the class organization, and the student council. There is usually a president who takes charge in the teacher's absence and whose main duty is, on the one hand, constructive planning, and, on the other, as chief executive, to see that responsibilities assumed by an individual, or group, are met and met on time. The vice-president is often a real officer with duties of his own as business manager and general director of all campaigns that involve money or material. A secretary usually handles all records and announcements within the room and in relation to the office. There is often a home-room treasurer, and this same officer sometimes serves as a thrift treasurer. Some schools have an officer who greets all visitors and guides his class in observance of traffic regulations. Junior high schools often have a “deputy” or sergeant-at-arms, whose chief business it is to see that regulations, once made, are enforced. There are, naturally, a variety of committees such as: *a welfare committee* that looks after the health of the pupils — physical and mental; *a help-study committee* that keeps absent pupils in touch with class work, helps returned absentees catch up;

¹ Brown, C. E. “The Heuristic Method”; chapter 10, page 150, in *Educational Movements and Methods*, edited by John Adams.

a bulletin board committee that assists all committees in seeing that the home-room bulletin board tells the achievements of the pupils of the home-room, of other home-rooms, and of the school as a whole. Where devotional exercises are conducted in the home-room, there is often a committee that selects with care what to read, as well as a leader for each devotional exercise. The committees in probably no two home-rooms will be the same, but, as will be shown later in the discussion of home-room programs, there may be many other committees for long, or, more often, for short, periods.

The officers within the room may be the representatives of the room in outside activities. Thus, in the Washington Junior High School, Rochester, there was a federation of home-room units. The principal of the school acted as adviser of home-room presidents, and this group worked together with special attention to all matters involving school morale. The group of secretary-treasurers in this school had, as their adviser, the school treasurer, who guided them in all financial affairs. The ushers, who received all visitors, had their group adviser. This group could plan traffic and initiate campaigns of courtesy. In an increasing number of high schools, junior and senior, the home-room representatives to class organizations, or to student councils, are elected from the home-room.

The selection of leaders in the home-room furnishes the members, including the sponsor, a real educational situation. Here is an opportunity for the pupils to make an intelligent choice. Unfortunately, there are some teachers who rob pupils of this educative opportunity by making the choice for them. According to original nature, people probably select as a leader one who has a fine physical appearance, a "glad hand," a smooth tongue, and who makes fairy-like promises. This type of politician has not yet

vanished entirely from ward politics, county chairmanships, or legislative halls. How are pupils going to learn how to select leaders? The answer is: In the same way they learn almost every other thing — by doing it. The home-room sponsor has, however, a real chance to render first-aid. The sponsor can arrange the situation so that pupils will discuss the qualities they desire in their leaders. In actual practice, in such a discussion, pupils present their ideal qualities of a leader. This preliminary discussion usually results in defining the duties of leaders, and the subsequent elections, as a rule, result in intelligent choices by the pupils. These choices often come as a surprise to the sponsor, for the pupils sometimes know their fellows much better than the sponsor knows them. Many pupils who are ringleaders in mischief are real leaders, and responsibility, established by the free choice of their peers, frequently has a healthy, sobering effect.

Home-room activities are a means of realizing the purposes of the home-room. The simple machinery of the home-room that has been discussed exists as a means of accomplishing definite purposes that can be foreseen and, also, as a means of accomplishing other purposes as they arise. The organization is necessary, and some types of organization furnish a more favorable opportunity than do others for worth-while constructive, creative activity on the part of both the teacher and the pupils. However, the means is not to be confused with the ends. Among these ends to be attained, wholly or in part by the pupils and the teacher in the home-room activities, are:

An intelligent understanding of the school environment.

An opportunity for a friendly, happy, sympathetic living with their fellows here and now.

An opportunity to work for and with a small group, and, as a member of this organized group, to work for the good of the school

and, in this service, to merge one's self, probably unconsciously, in a cause bigger than any individual, or any single group of individuals.

An opportunity for intimate, intelligent, sympathetic guidance — personal, educational, social, vocational, and avocational.

An opportunity "to belong," to be somebody, and not to be lost in the "big business" of the school.

An opportunity to be a member of a group where individual and group successes are celebrated, and where there is some one to whom one can talk and be understood.

An opportunity on the part of the pupil to have some one teacher who sees and studies him whole, rather than in his departmentalized parts.

Suggestions for home-room activities. The following activities are presented with the hope that they may serve as a means to help administrators, teachers, and pupils think through their own problems. It should be kept in mind that the work of the home-room is not standardized, and there are many successful home-room teachers who hope and believe it never will be.

During the Summer Session, 1925, a Home-Room Committee¹ of the writer's students presented to a class in Extra-Curricular Activities the following detailed plans for home-room organization and work:

THE HOME-ROOM: ITS PURPOSE, ORGANIZATION AND PROGRAM

I. *Purpose*

- a. Guidance, ethical, educational, and vocational.
- b. Opportunity for practicing self-directive, democratic citizenship.
- c. Enrichment of classroom activity.
- d. Means for the formation of desirable public opinion.
- e. Administrative unit for routine matters.

¹ This committee had as its members: Lulu B. Beckington, Mary H. Blair, Guy B. Blakey, Florence Burger, Katherine Burton, Harry D. Emerich, Mrs. Berta M. Hill, Joseph B. Lacey, Emerson H. Landis, William W. Lauver, Esther Lee McVay, Librador K. Meola, Bertha A. Merrill, Norman P. Nelson, Lillian Niebes, Minnie May Sweets, Litta Tumbleson, Florence Winslow, Harriet M. Ziegler.

II. *Organization within the home-room*

- a. Officers: President, Representatives to Student Council, Secretary, Attendance Officer, Traffic Officer. (The above officers to be elected by popular ballot and to hold office for one semester.)
- b. Special committees
 1. Scholarship: To devise ways and means of raising scholarship standards.
 2. Good housekeeping: To maintain neatness and order about the room.
 3. Discipline: To improve and strengthen the discipline of room.
 4. Thrift: To encourage systematic saving on the part of pupils.
 5. Welfare: To visit absent members, assist them in making up work, etc.
 6. Publicity: To write up the room news for the school paper.
 7. Boosters: To stimulate school spirit and home-room loyalty.
 8. Manners and conduct: To set the pattern to observe and to correct, if necessary, breaches of manners or conduct on the part of home-room members.
 9. Health squad: To stimulate interest in the simple rules and observances requisite for good health.
 10. Debating: To arrange for inter- and intra-room and class debates.
 11. Excursions: To arrange for trips to local factories, etc.
 12. Dramatic: To assist in selecting and presenting plays on the room program; to inspire interest in worth-while local plays and good moving pictures.
 13. Literary: To give brief reviews of worth-while books; to arrange for literary talks by representatives from English classes.
 14. Current events: To keep the room informed of important events taking place in the world daily.
 15. Charity: To plan and carry through some definite charity work in such a way that each may contribute in time and effort.
 16. Athletics: To encourage participation by every home-room student in some form of athletics, organize room teams, arrange for contests with other home-rooms.

17. Social: To plan room parties, receptions to parents, etc.
18. Citizenship: To demonstrate the relationship which exists between the home-room activities within the school and citizenship within the community; to furnish information on parliamentary procedure.
19. Art: To advertise the weekly program on the black-board, prepare posters for room contests, etc.
20. Special programs: To arrange for outside speakers when necessary.

III. *Outline for a program based on the seven cardinal principles of secondary education*

A. Health

1. Aims

- a. Correct health habits; personal cleanliness, hygienic dress, sane division of work, play, and rest.
- b. Health interests of home, school, and community.
- c. Interrelation of physical and mental vigor.

2. Devices: Illustrated talks, pantomimes and tableaux, health contests, reports of nurse's investigations.

3. Committees in charge: Health Squad, Good Housekeeping, Art, Excursion, Athletic, Social, Dramatic.

B. Command of the fundamental processes

1. Aims: Capitalization of personal achievement in class work.

2. Devices: Plays, talks, story-telling.

3. Committees in charge: Scholarship, Publicity, Boosters.

C. Worthy home membership

1. Aims: Respect for authority in home-room; attitude of individual toward his associates; group responsibility; altruism, service, courtesy and hospitality; thrift habits in time and money.

2. Devices: Attendance and punctuality drives, study of handbook, orientation talks by upper-classmen, room creed, slogan, yell, song; thrift drives, dramatization and parties.

3. Committees in charge: Manners and Conduct, Thrift, Welfare, Discipline, Art.

D. Vocations

1. Aims

a. Right attitude toward work.

b. Investigation of vocations: Survey of the whole field;

EXTRA-CURRICULAR ACTIVITIES

study of special vocations with regard to qualities necessary for success, preparation requirements, and present and probably future in vocation.

c. Tentative personal vocational choice.

2. Devices: Contests for investigating the most vocations by individuals and home-rooms; talks by home-room members on vocations; reports on interviews with other employers, employees, and professional men; outside speakers; visits to local plants and institutions; job analysis; self-analysis contests with reference to jobs, and questionnaire on vocational choices to be filled out at the end of the semester.
3. Committees in charge: Special Program Committee, Home-Room Officers and Home-Room Teacher, Excursions.

E. Citizenship

1. Aims: Privileges of citizenship, duties of citizen, responsibility of citizen, intelligent obedience to constituted authority; knowledge of and practice in parliamentary procedure; appreciative understanding of community, state, and national problems; efficiency in leadership; intelligent support of elected leaders.
2. Devices: Parliamentary drill, elections and campaigns, current events reports and discussions, inter- and intra-room debates on pertinent school and civic questions, reports on school and city ordinances, reports of student council representatives on council decisions, discussions of Who's Who in school and community, visits to city council, courts, chamber of commerce, and so forth, by home representatives.
3. Committees in charge: Welfare, Citizenship, Excursion, Discipline.

F. Worthy use of leisure

1. Aims: Appreciation of music, drama, art, etc.; skill in sports, art of entertaining and being entertained, hobbies.
2. Devices: Book reviews, dramatic readings, literary contests, musical and art programs, talks on hobbies by pupils, reports on pleasure trips, hikes, discussion of plays and motion pictures worth seeing, education and participation in athletics.

3. Committees in charge: Social, Athletic, Dramatic, Literary, Current Events, Special Programs.
- G. Ethical character
 1. Aims: Characteristics of a gentleman or gentlewoman, altruistic acts.
 2. Devices: Musical, art, or dramatic programs; debates and discussions on ethical questions relating to school and life; gifts to the needy, Thanksgiving and Christmas baskets.
 3. Committees in charge: Manners and Conduct, Dramatic, Art, Welfare, Charity.

The foregoing are only suggestive. Conditions will vary in different places. Keeping the school environment in mind, the thoughtful teacher may guide his pupils into lines of wholesome thinking and acting appropriate to their needs. The form of program should be varied. *The idea suggested by the title may often best be taught by some form of exercise in which the name of the topic is not mentioned and there is no moralizing.* Dramatization has advantages that should not be overlooked. Direct and indirect instruction have a part, but the real development of the good citizen lies in right and satisfying action. In this sense the whole plan of home-room activities aims through practice to develop good citizens.

To what extent shall the content of the home-room programs be prescribed? It is conceivable that the principal's office, directly and indirectly, can leave the home-room activities entirely to the teacher with neither suggestion, prescription, or supervision. At the other extreme, it is possible to think of the work of the home-room being entirely prescribed and, in a way, become just another class.

The primary business of principals and teachers is to plan the situation so that there is a favorable opportunity for pupils to plan, select, discard, create, and, through many experiences, *guided* just enough, but not too much, learn how to live, work, play together, and to find satisfaction and real joy in coöperative group life. The right guidance at the right time may help. The building-up of certain knowledge, certain attitudes, certain habits, in ad-

vance, may enable the individual to meet a crisis or have a more worth-while experience, but this knowledge, or these tendencies to react in certain ways, are not built up in a vacuum. There is no reason for expecting the pupil to behave intelligently away from home and school unless real life situations exist in the home and in the school, whereby the pupil, by living with helpful guidance, learns how to direct himself. If in home, or in school, the adults do all the thinking and prescribe all the actions for the child, or the pupil, it is unfair to expect a miracle to take place when he closes the apartment door, or goes out of the front gate, or down the high-school steps. Children are what they are as a result of two factors: inheritance and environment, and they have nothing to do with one, and exceedingly little to do with the other. If such ideas as these are accepted, it must be evident that the members of the home-room must not have everything done for them, but that they must have a favorable chance to work out many phases of personal and community life for themselves.

In this comparatively free situation presented by the home-room, how shall the program of activities be worked out? If the teacher has in the home-room the same group of pupils for the whole period of their life in the school, and if this group, teacher and pupils, are sufficiently creative in their thinking, they can possibly work out a satisfactory program for themselves. This group, however, is one of many groups; therefore, there must be some plan of coöperation with other groups of the same class and of the whole school. In order to secure this necessary and helpful team work, there must be some central group to guide home-room activities, and especially those phases that have to do with administrative work.

Common elements. In addition to the administrative detail which teachers and pupils can handle quickly, there

are in the same school certain common elements in all home-rooms, and a still greater number of these elements in the home-rooms of a particular class. These common elements can take up a part of the home-room period, and leave the remainder for the problems peculiar to the room and its individual members. Perhaps an example will make this point clear and serve, at the same time, to suggest certain worth-while activities.

In the Tulsa High School, Tulsa, Oklahoma, there is a daily home-room period of twenty-five minutes for every pupil. Merle Prunty when he was principal, reported ² that the "Common Elements in the Home-Room Programs" were:

1. Applied appropriate parliamentary procedure.
2. Study and practice of the principles of thrift.
3. Discussions of desirable student citizenship qualities and the formulation of suggestions affecting student policies both within the school and in the community.
4. Weekly reports from the house of home-room representatives.
5. Support by subscription, purchase of tickets, and the making of contributions to the various school or community activities.
6. Sympathetic personal counseling, directive conferences, and educational guidance. All registration details are cared for in home-rooms, so that we are able to run a full day of school the opening day of each semester.
7. Election of school officers, including the discussion and evaluation of desirable officer traits, the selection of nominating delegates, and balloting on nominees in the final election.
8. Promotion of school art league through a penny-a-week contribution and study of the school's art exhibits.
9. Daily reports from the fellowship committee regarding students absent from school on account of personal illness or for other reasons.
10. Study of Hutchins's *Ideals of the Good American*, Collier's *Moral Code for Youth*, learning of the American's Creed, Preamble to

² Prunty, Merle. "Tulsa High School," *Twenty-Fifth Yearbook*, National Society for the Study of Education, 1926, pp. 188-90.

the Constitution, national anthems, pledge of allegiance to the flag, and study of flag etiquette.

11. Learning the school's creed, student's prayer, school songs, school yells, and an understanding of the school seal and the coat of arms.
12. The preparation of individual home-room programs for class assemblies.

The core-content of the home-room program. As worked out by Prunty and his associates, there is a core-content for each year of the high school. For the *freshmen* the program is:

First, a systematic study of the high-school manual of administration; and second, a study of appropriate manners for boys and girls in their various school contacts.

The *sophomore* core-activity is a survey and study of the various vocations open to trained men and women in Tulsa; second, a study of manners in the home relations of boys and girls; third, personal efficiency analysis in study and habits of behavior in the school, in the home, in church, and in neighborhood relations; and fourth, a consideration of personal traits making for success in their temporary chosen vocation, as derived from personal interviews with community leaders in those vocations.

The *junior* home-room groups study, first, the world's great constructive inventions and discoveries which have freed man from arduous labor and discomforts, which have liberated his mind for constructive work, and which have contributed to his success and happiness. Second, they study appropriate dress and behavior for social functions.

The *senior* home-room study, first, the makers of the world's great ideals in the various channels of our complex society; and second, the ethics of business and professional life and appropriate personal behavior in business and professional relations.

The home-room bulletin. In the professional teachers' meeting, the principal and his associates can discuss the purposes and resulting activities of all home-rooms. In the larger high school, at least, there can be an adviser, or class sponsor, or director, who is chairman of all the home-

rooms of a particular class. These class sponsors, the assistant principals, or the adviser of boys and the adviser of girls, and the principal can, coöperatively, get out a daily, or weekly bulletin to all home-rooms. If the school is sufficiently large, the sponsor of each class, working in coöperation with the principal and other class sponsors, can get out a home-room bulletin for all the home-rooms of his class. An increasing number of schools, especially junior high schools, are coming to have a director of extra-curricular activities, who, under the supervision of the principal, prepares the weekly bulletin for all home-rooms. In some schools the secretaries of all home-rooms forward the minutes of the home-room meetings for each week to the principal, assistant principal, or director of activities. At the end of each month, or at least at the end of each semester, the home-room teachers can make a report evaluating the aims, activities, and achievements of their home-rooms.

Behind whatever machinery there may be for administering the home-room activities, there must be a kind, and it is a very difficult kind, of "curriculum"-making. The detailed work of the advisory or home-room period in the Ben Blewett Junior High School, St. Louis, is admirably presented by Cox in his *Creative School Control*.¹ Many high-school handbooks, especially the one published by the Winfield, Kansas, High School, give material that has been worked out by the various schools in developing the "curriculum" of the home-room. It is fairly easy to make the work of the home-room just another course of study; it is difficult to develop the combination of necessary administrative details and the kind of suggestions and raw material that will ensure freedom and actual achievement on the

¹ Cox, P. W. L. *Creative School Control*, pp. 46-57. J. B. Lippincott Company, 1927.

part of teacher and pupils. It is the principal's professional duty to furnish, directly or indirectly, some prescribed activities, a wealth of stimulating suggestions, and finally constructive supervision.

What is the spirit of the home-room? With all that has been said about the pupil composition of the home-room, the internal organization, the sponsor, the time schedule, and the program of activities, one who remembers that the letter killeth, but that the spirit maketh alive, may rightly inquire, what is the spirit of the home-room? The spirit is all-important but it is hard to express. No matter how good, theoretically, the machinery and the activities are, if the spirit of the adventure is not there, practically all is lost. No amount of analysis can quite reveal the spirit.¹ Diagrams, pictures, or isolated stories do not tell it. Each member of a home-room that has it may say, "It is not in me," and all of it is not in any individual for it is in the spirit of the whole group. Probably, however, it is well to note a few of the elements that make for the growth of this indefinable spirit. Pupils want to have a share in directing themselves. Spirit grows by activity. Boys at least are interested in fun, fighting, and feeding. All, or nearly all, pupils are curious, acquisitive, and interested in leading or following a leader of their own choice. They believe in the positive rather than the negative, in the active as opposed to the passive. They want the out-of-doors and are full of a love of adventure, curious as their ideas of adventure sometimes are. They are gregarious, altruistic, and keenly sensitive to approval and disapproval of their peers. At one and the same time, they are both "joiners" and migratory.

The pupil, as a rule, desires:

to be self-directive;

¹ See Chapter VI, "How One Junior High School Grew a Student Council."

- to have an outlet of emotions in activity;
- to take part in purposeful activity;
- to proceed at his own speed;
- to be a part of a small group of friends;
- to be a part of a big, going concern;
- to render definite service;
- to have a place and an organization of his own;
- to have his own hobbies and interests and yet to be a part of the group;
- to be recognized as able to perform a particular activity;
- to have a hero;
- to have an organization to which of his own accord he gives his whole-hearted allegiance.

The home-room group, the class, the scout troop, the club, or whatever the group, it is sure to develop real spirit if the situation is so organized that such qualities of youth as have been mentioned are guided into doing that which youth conceives to be worth while. Such activity may not make for perfect "order," as thought of by some with nerves perhaps too sensitive. This spirit is both a cause and a result. Perhaps in the beginning the pupils in a home-room catch the spirit from the teacher. In any event that teacher is succeeding who enables pupils to work together creatively, joyously, in meeting their own and the school's needs here and now.

QUESTIONS

1. What phases of administrative work, if any, should be carried on in the home-room? How does the size of the school affect this problem?
2. Should the pupils share in the administrative work carried on in the home-room? If so, how? Why?
3. Does the pupil need a school *home*? Why, or why not?
4. How does the pupil composition of the home-room affect the teacher's opportunity to *know* the pupils?

5. How can the home-room affect the unifying of the whole school?
6. What phases of pupil guidance, if any, can effectively be carried on in the home-room? Work out a plan for carrying on some one phase of pupil guidance. In the plan you have made, what part should be carried out by the principal? — by the class adviser? — by the classroom teacher? — by the home-room teacher? — by the pupils?
7. What factors affecting the whole school should be considered in determining the pupil organization within the home-room? What, if any, other factors should be considered? In some particular school, work out a plan of organization within the home-room.
8. What activities should have a place in the home-room program in each year of the junior high school? — of the senior high school?
9. With all the work of the school in mind, what time, if any, in the weekly schedule should be allotted to the home-room in each year of the junior high school? — of the senior high school? — or in grades seven and eight, and in the four-year senior high school?
10. What, if any, are the advantages or disadvantages of having a "core-content" of home-room programs for each year of the high school? If a "core-content" for each year is desirable, how shall this content be determined? What shall be this content?
11. In what way, or ways, is, or is not, the home-room the basis of pupil participation in school government? Give an example.
12. In what specific ways can a desirable spirit in the home-room be developed? Cite, if possible, a concrete example.
13. In a school where there has been no home-room period, how should a principal proceed in developing and putting into operation the idea of the home-room period? In a school which, as a school, does nothing about the home-room period, what can an individual teacher do in working out and putting into practice some phases of the home-room idea?
14. What part should the home-room teacher have in disciplinary problems affecting one or more of his pupils?
15. On the basis of educational ideas that you consider sound, work out a plan of home-rooms in some small high school that you know, of four to eight teachers, or a medium-size school of

six or eight to twenty teachers, or a large school of twenty or more teachers.

16. As a result of your study of the home-room idea, what are you going to do about it in your school? When? How? Why?

CHAPTER III

CLASS ORGANIZATION

Class organization furnishes a favorable opportunity for large group coöperation. Whether it be the 7B class just entering junior high school or the 12A class in a four-year senior high school, the class organization serves as a means for all the members of one class to coöperate with each other, and for all classes to coöperate in a student council. Whether the classes when organized will devote themselves to intra-class warfare and inter-class fights, or to constructive, coöperative effort to solve whole class and school problems, is a matter of intelligent class sponsoring and guidance.

The younger pupils of the junior high school, as well as the older pupils in the senior high school, when intelligently guided, can organize themselves for constructive work. Probably the best way to make this point clear and, at the same time, to give some of the flavor of the large-group work of younger pupils, is to let the pupils of one school speak for themselves. To tell this story, liberal quotation is made from the February number, 1926, of the school newspaper, *More About Morey*, published and printed by the students of Morey Junior High School, Denver, Colorado.

In the mid-year election at Morey, Norman Mains was chosen "Boys' President," and Kathryn Fouse, "Girls' President." Pupil reporters interviewed newly elected officers with the result that various interviews appeared in the school paper. The "platform" of the "Boys' President," as set down by the reporter, is quoted first:

INTERVIEW WITH NORMAN MAINS

Norman Mains, President of the Boys' Council, came to Morey from Corona School in the 7B class, and is now 15 years old. He has held the following offices with great success: Traffic Supervisor, 9B; Library Home-Room President, 9B; Secretary of Boys' Boosters Club, 9B; President of other home-rooms four times.

The policy of our president is best expressed in his own words. In an interview with our reporter, he is quoted as saying: "Mack Colwell, as president of the council, undertook the 'Keep to the Right' campaign, and established the Punctuality and Attendance Contests. Our former president, Jack Doyle, with the help of the council and the backing of his 9A class, put over the 'Do Right because it is Right' campaign, and also made some changes in the constitution. *My ambition for this year is to make our grounds as successful as our halls.*

"Last year, as traffic supervisor, I received your wonderful coöperation in halls and court; and if you continue to trust me and coöperate with me, I can assure you that we will make this a bigger and better year for Morey!"

(Signed)

RICHARD VAN WAGENEN, 9A

Of course, the pupils as far advanced as grade 8A, considered the incoming 7B's as very young indeed. In fact, it took both verse and prose for an 8A reporter to express at least his own welcome to the 7B's:

TO THE 7B'S

You are only a humble little scrub,
A Morey student in the bud.
How little you know about the school,
Why, you've never been in the swimming pool!
You are known by no one and pitied by all,
But cheer up, just think how you'll feel next fall.

How they swarmed like bees over the building, these little "scrubs"! Some, already knowing the building, nonchalantly strolled through the halls, but most of them ran distractedly about; now they peered through the door, now appeared again with rueful countenance, still to continue the "Quest of the Hidden Room." Such was the plight of Morey's new pupils on January 22, that unforgettable Friday on which they made their début as Moreyans.

(Signed)

FRANK PIERSON, 8A

These little 7B's were really not depressed at all by being "known by no one and pitied by all," if the inaugural speech given by a 7B home-room president may be regarded as typical of the spirit of Morey's new 7B's. The newly elected president said:

I want to thank you who have elected me to this high office of president. As this is the first semester we have conducted our room in this manner, I will endeavor to set an example which the rest may follow.

To make this "advisory" a success, I must have the full coöperation of every student in the room. Now let us all get together and make this a 7B class that our home-room teacher, and Miss Hamilton, and every student and teacher in Morey will be proud of. As good, loyal Moreyans we must support all campaigns of former years which are being carried out, and any new ones which may be started.

We must also support our officers, the paper, and all other student activities. We are mere 7B's, but the higher grades depend upon us to carry out their high ideals. We must show the higher grades that we are capable of receiving the responsibilities which they must place upon us when we become 9A's. 7B's, we must hit the line, hard.

(Signed)

MARJORIE O'DONNELL, Room 218

These quotations may have served to show the attitude of these officers toward particular school problems: "The class organizations will continue to sponsor the attendance and punctuality contests which have done so much to reduce the number of tardy and absent pupils." The newly elected Boys' President states his ambition, "to make our grounds as successful as our halls." Here is responsibility willingly assumed. The pupils have a purpose of their own to accomplish. The home-room, the class organizations, and the council provide means for group effort in shared responsibilities, and for the growth of larger group loyalties. The teacher-sponsors for home-rooms, for classes, and for council provide a favorable opportunity for

wise guidance. The results can make for a better school now, for happier teachers, and happier and increasingly self-directive pupils. Can any school afford to miss such an educational opportunity?

What classes should organize? According to the plans in some senior high schools, only the classes in the upper half of the school are organized. Some high-school teachers who are interested in pupil organizations do not favor organization of the classes in the lower half of the school. These teachers point out that the lower classes are not able to govern themselves, that the members of the classes do not know each other, and that there is plenty of time to organize when they become seniors. This opinion is not limited to teachers. Graduate students in a university often feel that the work of the undergraduates is, after all, very light. Sophomores in college consider the freshmen as rather raw. Freshmen tend to consider high-school pupils as trivial. High-school seniors sometimes think the high-school freshmen are impossible, while high-school freshmen have been known to think of junior-high-school pupils as mere babes. The fact remains that many of the best examples of student councils in American schools are now in the junior high schools, and the reason that these councils are doing such good work is, in part, that the pupils, guided by their teachers, have an opportunity, through practice, to learn how to direct their own immediate affairs.

It is true that these lower classes in the high schools cannot govern themselves. Neither can any high-school class govern itself alone as well as it can with the guidance of some wise teacher, nor can it learn without practice. Such a thing as actual pupil self-government does not exist. That these lower classes, broken up into many home-rooms or sections, do not know each other is probably true.

Wherever it exists, this lack of knowing the other fellow is a weakness in any form of democratic government. If the home-rooms are organized, and if each home-room sends two representatives to sit with two representatives from every other home-room, in a class congress or student council, the way for the members of each home-room to know the members of every other home-room in the class is begun.

The discussion of plans for the class, and for the contribution of the class towards the welfare of the whole school, should go on in every home-room. These home-room representatives, when assembled in a class congress or council, should actually represent their home-rooms rather than consider themselves overlords and pass laws for the good of their subjects. If the claim of pupil participation in government is just, and if such participation does develop the initiative, the ability to lead or to pick a leader, the pupils' ability to be intelligently obedient to authority, then the entering classes need this organization more than any other class in the school. If class organization and student councils are *just another way of getting things done*, it would probably be desirable to do away with all of them and appoint a benevolent despot to rule. If, however, there is any value in the doctrine of learning by doing, there is a chance to realize something of this value in organizing the lower classes. The argument that there is plenty of time to organize the classes when they become juniors or seniors is partly sound if one is interested in just classes, but if one is interested in the individuals of a class, it is necessary to recognize that many of the pupils drop out before they come to the upper classes. These pupils who drop out probably need the sobering restraint of responsibility, willingly assumed, more than many of those who remain in school.

The time and energy of the pupils and of the home-room and of the class advisers are justified according to what the classes accomplish, and the way they accomplish it. If in managing their own affairs the members of a class learn how to lead or to follow a wise leader, how to manage themselves and coöperate with others, the result is worth all the effort it takes. There is, it seems, in the upper classes in some schools a strong tendency for a few leaders picked by the faculty, or elected by the class, to do all the work and the worrying while the others go enthusiastically on their way. Legislation too often seems to come from the top downward, and the worst of it is that too many of the pupils, like many of the citizens outside of the school, seem perfectly satisfied with such a scheme until it interferes with their own way of doing things. The actual forming of public opinion in the home-rooms, then in class organizations, and finally in the student council should do much to secure intelligent participation of all pupils in solving their own and the school's extra-curricular problems.

The organization should be suited to the ability of the pupil and of the teacher-adviser. Many schemes of pupil participation, sound in themselves, fail because either the pupils or the teachers, or both, have not yet learned how to live on the plane of intelligent, coöperative effort required. Perhaps a classic example may illustrate this point. A city superintendent of schools, while pondering the lawless, disorganized condition of his own high school, went to visit the high school in a neighboring city. He found an orderly school in which there was a large degree of pupil participation in government. He had heard of such a scheme, but he had never seen a school of this type in action before. On his way home, for this was in a country of magnificent distances, the contrast between the school he had visited and

his own stood out plainly before him. He made up his mind. The next morning, without consulting principal, teachers, or pupils, he appeared at the assembly of the high school of his own city, told what he had seen, and announced that the plan — he called it self-government — would be tried immediately in the school. Result: two weeks of bedlam and a return to the old scheme; also a new superintendent the next year. Preparation must be made for the transfer from a paternalistic form of school government to any successful beginning of pupil participation in government, and, since teachers and pupils have to learn to live in the new situation, the change should be gradual. The organization of this pupil participation must begin in the situation in which pupils and teachers find themselves. The questions for them are: Where are we? Where do we want to go? How are we going to get there?

In the pupil's progress through the grades there should, likewise, be progress in the pupil's ability to direct himself. Any one who observes an intelligently directed kindergarten must be able to note the progress that the children make in directing themselves. It may be true that heaven lies about children in their infancy, as Lowell has it, or that children come "in trailing clouds of glory," as Wordsworth expresses it. Even Hood's statement, about being "farther off from heaven" than when he was a boy, may have some truth in it. Yet the fact remains that there should be a gradual development from the intense individualism of the little child to the self-directed, full-grown man, "who will find his place and use that place to shape both himself and society toward ever nobler ends." A school that waits until pupils are in the eleventh and twelfth year of their life in school to arrange the situation so that they may organize themselves to share in the responsibilities of directing themselves is not making adequate provision for the

gradual growth of pupils participating in governing themselves. Bismarck is said to have held that the sudden and almost complete freedom of the old German university was a good thing because it provided a situation favorable to killing off those who could not make the sudden transfer. The one who holds this kind of philosophy would of necessity disagree with the one who insists that pupils should have a favorable opportunity to grow gradually, step by step, in the ability to direct themselves.

The form of class organization will depend on the home-room organization. If the home-room is composed of pupils of the same class, the class organization develops naturally. According to this plan, as was pointed out in the preceding chapter, in discussing the home-room scheme of the senior high school at Wilmington, Delaware, the teacher-sponsors of the home-rooms of one class can meet to discuss the problems peculiar to their class and, at the same time, elect one of their number as chairman who, by virtue of office, becomes also class adviser. The principal's bulletin, as was pointed out in the case of Tulsa High School, Tulsa, Oklahoma, may contain the "core-content" for home-room programs, and one teacher for each class may be free to devote a considerable part of his time to class advisement. In the Central High School of Binghamton, New York, the grouping of pupils by classes makes possible another development of position of class adviser. Mr. J. F. Hummer, when he was principal of this school, wrote:

We have a "dean" in charge of each class — four "deans" in all. Each "dean" serves in a capacity somewhat similar to that of vice-principal. The women who have charge of the freshmen and sophomore classes do no teaching at all, but devote their entire time to the work of their office. The freshmen dean, because her class is so much larger, also has a secretary. The two upper classes are taken care of by two of our men who also teach three sections each.

The "deans" have charge of attendance, programs, and discipline. This plan of organization has been in operation here since 1915 and we like it very much.

As has already been pointed out in the chapter on Home-Rooms, the junior high school has developed the idea of the class adviser, and principals and teachers, coöperatively, have worked out helpful advisory suggestions for all home-room sponsors of a particular class. A vital part of the junior-high-school movement has been pupil guidance to the end that the pupil, in a sincere and honest endeavor on his own part, shall explore both himself, the major fields of subject-matter, and worth-while pupil activities. As one result, in the field of extra-curricular activities, pupils in the junior high school, and probably to a lesser degree in the seventh and eighth grades in the 8-4 plan of school organization, have, as "upper-classmen," become leaders in their school community. However, in entering senior high school these former leaders have become green freshmen. Fortunately, as has been pointed out, some senior high schools have continued the program of guidance for these incoming pupils. One of the best examples that has been reported is that of the Lincoln High School, Lincoln, Nebraska.

The freshmen class at Lincoln, Nebraska. During the year 1924-25, a committee of teachers in the Lincoln High School, consisting of Miss Olivia Pound, Miss Gertrude Jones, and Miss Ruth Price, was appointed to prepare an outline for home-room teachers of the freshman class. The material of the outline was by no means wholly new in this school, but it was considered worth while to bring together the best of all old material and to supplement it wherever necessary, so as to ensure helpful guidance for all freshmen. The report of this committee is quoted here, in part, as an example of what can be undertaken when a

senior high school desires to guide the entering class through their home-room programs.

The incoming students, more than any other group in the high school, need specific guidance if they are to become rightly familiar with the traditions, customs and rules of the school. The following outline has been worked out as a suggestion for acquainting the freshmen with the various activities of the school. It covers in a general way the organization of the school, the extra-curricular activities, school traditions and the curricula. The order in which the suggested topics will be considered will be determined by the nature of the assemblies, the interests of the pupils, by the announcements in the bulletins and by the order of school events. The topics have been arranged, therefore, with the tentative calendar for the year in mind. It is suggested that as much of the material as possible be investigated by the pupils themselves under the direction of the teacher so that the initiative of the pupils will be stimulated and so that the scheme will not become rigid and set. It is also suggested that the matter of personal responsibility and absolute honesty of the pupils be stressed at every point.

I. Physical conditions

1. Composition of the home-room group:
 - a. About 35 boys and girls, who, for the most part, come from the same elementary school building, and who are, therefore, well acquainted with each other.
2. The home-room period:
 - a. Regularly eighteen minutes in length, coming the first thing in the morning.
 - b. On assembly days ten minutes in length. Alternate assembly periods (forty minutes in length) are spent in the home-room.

II. Aims

1. To socialize the group and to establish a friendly relation between the teacher and the group.
2. To acquaint the group with the curricula, the extra-curricular activities, rules, customs and traditions so as:
 - a. To make the pupils feel at home.
 - b. To arouse a feeling of pride in their school.
 - c. To develop an all-school spirit.
 - d. To make the pupils feel that they have a distinct part in the school's activities.

which a council member should possess. At the time of the council elections have the pupils find out what they can concerning the platform and the qualifications of each candidate so that they can vote intelligently.

- f.* Assemblies. Their purpose. The plan of conducting them. The conduct of pupils in assembly. Courtesy toward visitors and speakers. The attitude which pupils should assume toward those who do not exhibit good manners in assembly.
- g.* The football season. The Oval. How it came to be constructed. Courtesy toward members of the visiting team. What constitutes good sportsmanship. School yells and songs.
- h.* The Advocate. Have a member of the staff explain how the school paper is managed, financed and gotten up. Explain that English VIII is required of those who wish to try out for positions on the staff.
- i.* Clubs. Have a representative member of each of the clubs explain the purpose and the activities of his club. Explain the try-out plan. Stress the clubs in the school to which the freshmen may belong.
- j.* Unsatisfactory work and notices of failure. When notices of failure and of unsatisfactory work are issued. What they mean. How to avoid getting them. What one should do upon receiving them.
- k.* Senior Color Day. Its history and meaning. How the under-classmen should respect its observance. This may be presented by a senior.
- l.* School Color Day. Its significance. What is done on that day.
- m.* The Mummers' Play. In connection with this, the first school play of the year, explain the work of the auditing committee — how the school has set up machinery to safeguard and to systemize the financial affairs of the various organizations of the school. How the sale of tickets to all school events is managed.
- n.* The freshman class organization. Try to interest the group in the affairs of the class. Give to the class sponsors the names of those pupils who can contribute to the programs for the class meetings.
- o.* Matinée parties. Have a member of the student com-

EXTRA-CURRICULAR ACTIVITIES

- mittee explain the purpose of these parties. Discuss what constitutes proper conduct at these parties.
- p. Fathers' Night. May be presented by a member of the High Y.
 - q. The All Girls' League. May be presented by a member of the All Girls' League Council.
 - r. Mothers' Night. May be presented by a member of the Student Club.
 - s. The senior play.
 - t. The basketball season. Discuss the conduct of a Lincoln High School pupil when he is a guest at another building.
 - u. The mid-year concert. Its history. Try to interest the pupils in the various musical organizations of the school. Tell how the grand piano was secured.
 - v. The physical training exhibition.
 - w. The curricula. (To be discussed at the time of registration for the second semester.) Give each pupil a curriculum sheet. Note the several curricula, the courses of study in each, the constants and the requirements for graduation. Discuss the factors which should enter into one's choice of a curriculum. Have the pupils learn to spell the names of the subjects offered and with what each one deals. Encourage each pupil to map out his course for the next three years. Have the pupils learn to spell the teachers' names.

SECOND SEMESTER

- a. The Links. How the staff for the annual is chosen. The value of a yearbook to the school.
- b. The junior play.
- c. The athletic festival.
- d. The Olympics. Have a senior tell the group of the significance of the annual contest between the junior and senior classes. The part of the under-classmen in this event.
- e. The opera presented by the glee clubs.
- f. The junior-senior party.
- g. Senior Class Day. The meaning of this day. Tell the group of the various prizes offered by the school, the winners of which are announced on this day.

h. Commencement.

4. There will be many other topics such as the proper use of the library, how the school helps the pupils to find employment after school hours, etc., which will suggest themselves to the teachers. The committee will appreciate any suggestions bearing upon topics to be discussed or methods of presenting ideas which the teachers may have to make.
5. Other means of socializing the group. Picnics and parties. Interest in members of the group who are absent on account of illness. Mite box to furnish ink and pencils for those who forget. Share in the school charity projects.

Freshmen are people, and they deserve special guidance. As newcomers into the school they should be received courteously and be made to feel that they are a part of the school, rather than relatively unimportant persons who are on the outside of things looking in. As a business proposition the freshmen are assets to the school. They will be of worth when they become juniors and seniors only as they are given an opportunity to develop as freshmen and sophomores. We attempt to Americanize the foreigner who comes to our shores. Why not attempt to high-schoolize the freshman who enters our high schools? ¹

How shall a class be prepared to enter a new school? The knowledge and the mental attitude of pupils entering a new school has much to do with their initial success. The sixth-grade pupils should be prepared not only in subject-matter, but in the knowledge about the junior high school that will encourage them to go and enable them to get started quickly in the life of the school when they get there. The same attention to articulation should exist between the senior and the junior high schools. To this end the principals of the lower and the upper schools should coöperate in planning and carrying out the necessary program. The principal of the high school could visit the contributing school, or schools, and explain the workings of the school to which the pupils are going. He could also

¹ Jones, Gertrude. "High School Freshmen at Lincoln, Nebraska," *School and Society*, 22:527-30. October, 1925.

meet with the parent-teacher association of the contributing school. Principals and selected teachers of the sixth or ninth grades could visit the high school to study, not only the curricula, but activities open to entering pupils, and to learn what specific things entering pupils need to do to get started quickly and most effectively. Likewise, pupils who are finishing the work of a school might visit, during their last semester, the school to which they are going. They might attend a class assembly or, under the direction of freshmen guides, might visit certain recitations or clubs. Pupils from the high school might explain various phases of high-school work or activities, in the assemblies of the contributing schools, to the pupils who are to come to the high school. These speeches could be especially effective if the high-school pupils returned to the schools from which they themselves had entered high school. Principals may send a letter to prospective pupils, welcoming them to the school and giving them necessary information. The following letter from the principal of the Washington Irving High School, New York City, carries out this idea.

WASHINGTON IRVING HIGH SCHOOL
40 IRVING PLACE, NEW YORK

DEAR GIRLS:

We are very glad to welcome you to Washington Irving High School, and look forward to receiving you as members of our school on Monday, February the first.

We ask you to come to the Washington Irving High School on Friday, January 29, at 1 P.M. to receive your card of admission from our committee of girls in the foyer.

Please do not fail to report on this date, as the admission card gives you directions in regard to your TIME OF ARRIVAL on the first day of the new term, the number of your OFFICIAL ROOM, and the NAME OF YOUR CLASS.

If for any reason you did not bring with you today your

(a) Record Card

(b) Census Slip

(c) Attainment Card

you should bring these credentials with you on **FRIDAY, JANUARY 29**, as they are necessary for admission.

Very sincerely yours

EDWARD C. ZABRISKIE

Principal

When the pupil has entered the school, many principals have found it helpful to send a letter to the parents of the pupils, giving certain information about the school and inviting the parents' coöperation. The letter of the Washington Irving High School to the parents is presented as an example of what one school does.

Please preserve this Circular.

WASHINGTON IRVING HIGH SCHOOL
40 IRVING PLACE, NEW YORK

To Parents: Mr. (Mrs.).....

Your daughter.....

(Full Name)

is now classified in section.....

We wish her to succeed in her school work, and to grow up and be a useful, happy woman. We ask you to give careful attention to the following suggestions:

1. *Health* — Nourishing food, regular hours, and open-air exercise are necessary. School girls should attend evening entertainments only on Friday and Saturday evenings. Every girl requires at least eight hours of sleep. Outside employment is inadvisable.

2. *Home work* — Home study varies with the girl and with the grade of work. One and one-half to two hours a day are necessary for the first-year students. Three hours should be sufficient for all other years.

3. *Attendance* — Every student should be in school on time.

4. *Reports* — Scholarship reports will be sent home twice a term. Parents should see these cards and sign them. In case a girl's work is noticeably poor, a preliminary report will be sent at the end of the sixth week. An average mark of 85 places a girl on the honor roll. A mark above 75 indicates commendable work. A mark below B in conduct shows failure in some quality of character such as self-control, honesty, or courtesy.

The school welcomes parents and students for consultations in regard to courses and electives.

Both parents (or guardian) are requested to sign the slip below, detach, and return it by the student or the class adviser. Please keep this sheet for reference.

The Washington Irving Handbook gives further information about the school.

EDWARD C. ZABRISKIE

Principal

To the Principal of Washington Irving High School:

We are in receipt of your circular asking our coöperation in the school work of our daughter.

Father's or Guardian's Signature.....

Mother's Signature.....

Daughter's Signature.....

Address.....

Section..... Date.....

The idea of a "freshman week" is proving helpful in an increasing number of colleges. It is possible that a "freshman day" might prove helpful in all junior and senior high schools. The programs on such days would be made up of both curricular and extra-curricular activities. In its simplicity and sincerity it should aid the pupil mentally and emotionally to make the transfer from one school to the other, with as little loss of time and effort as possible.

School handbooks can serve as one means of orienting freshmen. School handbooks should set down, in brief compass, the information immediately necessary, and should be written in the spirit of the school. Handbooks will be discussed in detail as a phase of School Publications, but it should be noted here that some handbooks, by their all-inclusiveness, may tend to overwhelm the incoming pupil. Again, it should be pointed out that handbooks, in their brevity, can fail to capture the spirit of the school and be infinitely dry. South Philadelphia High School for

Girls has a booklet of twenty pages, admirable in its simplicity and spirit, called "Freshman First-Aid." The first item is a friendly "How-do-you-do" to freshmen. The thirty-six other topics are: our principal, heads of departments and supervisors of other activities, the building, traffic, the elevator, fire drill, office — for information, medical staff, home visitor, vocational counselor, student adviser, roster, high-school studies, teachers, the Dalton Plan — assignments, conferences, check-ups, graphs, final graphs, promotion, study-hall, library, gymnasium, commended girls, "S" girls, Torch girls, student association, class organization, assembly, banking, *Fortnightly* (the school paper), lunch-room, bulletin boards, school athletics, school uniform, school colors, a look ahead, our motto, and finally, school songs. Some handbooks cover as many as two hundred and fifty topics, but here are thirty-seven that four groups of sophomores and two groups of juniors considered the irreducible thirty-seven that serve best for "Freshman First-Aid."

There is a distinct advantage in giving an incoming class just the information it needs for immediate use and giving it to the members in a printed form that carries both the facts and the spirit of the school. A "First-Aid booklet" written by pupils, guided by teachers, is probably one of the very best ways to accomplish this twofold purpose.

The freshman himself may have ideas. While sophomores may work out "Freshman First-Aid," the freshman himself may have ideas that are for the good of himself, of his class, and of the whole school. It is the saving grace of youth that it strikes out along new lines and, if the guidance is wise, the new line of endeavor may be for the good of the larger group. The trouble is that so many good ideas never get anywhere. They are born, blush unseen, and waste their sweetness on the desert air. If a class is

organized, there is already a favorable situation for working out an idea.

Contrary to the opinion of some seniors, and likewise, at least of a few teachers, some new ideas may be originated or worked out by the freshmen. For example, in the Senn High School, Chicago, the freshman class had a real idea, or at least this was the class that worked it out. One unusually alert freshman class wanted to help incoming freshmen orient themselves. As a result the class organized itself and grew a sophomore council. This civic spirit developed as the class was promoted, and presently there were four class councils. The division rooms of about 40 pupils each that composed the class elected officers and at a regular weekly meeting discussed division-room affairs, problems of school courses, vocations, colleges, and anything that affected the room as a whole or that affected any of its members. The presidents of each home-room group met by classes with the principal and the council adviser to plan the work of all the home-rooms of the class. The class assembly was an additional means of unifying the class. The need for unifying the whole school was recognized, and as a result representatives of all four class organizations met as an all-school council. One period a day, the fourth in the daily program, was set aside for these organizations: Tuesday for the all-school council, Wednesday for division home rooms, Thursday for large assemblies, and Friday for academic clubs and class councils. The organization of a freshman class developed by way of the home-rooms into the organization of all four classes and in four years into an all-school council.¹

How a class can work. The way a class works may even go beyond the school, and affect the school's relation to the

¹ Sleezer, Margaret M. "Student Citizenship at the Senn High School"; *School Review*, 32:508-20. September, 1924.

whole community. Perhaps a single example may serve to illustrate this point. At the North High School, Des Moines, Iowa, the mid-year graduating class substituted a special edition of the school paper, January 29, 1926, for the usual semester book, or annual. This was not the first time such a thing had been done in American high schools, but it was an innovation in Des Moines and involved a break with a long-standing tradition.

The story of how this break with tradition was made may throw some light on how an organized class can work. The preceding year all the high schools had found it difficult to secure enough advertising in the city to support the high-school papers and semester books. In fact, the publication of the semester books had been delayed, and the editions were finally unsatisfactory because of limited financial support. The merchants of the city had found it to be too much of a drain to *give* advertising to semester books from five high schools, annuals from two colleges, and newspapers from all these institutions. They had finally withdrawn their support and declared some kind of new policy would have to be adopted by the schools of the city. After much thought and many conferences, it had been decided that each of the high schools would substitute for the two semester books each year an annual, to be got out during the middle of the second semester and including the material of the two semester books. This annual was to be limited in size, so that it would only be one and one half times as large as any previous semester book. This meant that the gross financial support would be reduced twenty-five per cent.

Once started, however, in making a change, the senior class of the North High School became sufficiently interested in an enlarged, special edition of the newspaper to appoint a committee to consider the matter. In the be-

ginning, sentiment was decidedly against an "old newspaper" instead of the usual "semester book," or the proposed new type of annual. Parents as well as pupils were devoted to the usual publication. A senior committee, however, investigated the idea of substituting the special edition of the school paper, *The Oracle*, with the result that they brought back to the class a report favorable to the special edition.

In the end, the senior class of one hundred members decided that they would like to ask the student body to adopt the idea of an enlarged special edition of the newspaper in the place of the annual. They appointed a committee to present their request to the student council. The student council acted favorably upon this committee's request and agreed to present the matter to the student body. An assembly of students was called and the new plan presented to them by a student committee. The president of the student council presided at a forum which was held, where there was plenty of discussion for and against the innovation. The next day the home-room periods were given over for informal discussions of this new idea. On the following day a formal ballot was taken through the home-rooms to determine the wishes of the student body. The vote was more than two to one in favor of substituting the enlarged newspaper.

Here was an absolute reversal of pupil sentiment through educational means, for there is no doubt that the pupils were practically unanimous against the idea when it was first proposed. However, through the various means mentioned, they were given plenty of opportunity to discuss it and think the problem through, and as a result they felt that they had determined their final course of action through very democratic channels. One can easily imagine with what interest, even anxiety, the senior class, all

the other classes, the teachers, and the principal, Mr. C. H. Threlkeld, awaited not only the new publication, but its reception as well. The special edition was a big success, but a much greater success, even if less obvious, lay in the fact that the senior class had learned how to work. The class convinced itself, and presented its findings to the council. The council had the whole matter discussed in a general assembly and in the home-rooms. Finally, the whole school voted as to whether or not there should be a change in school policy in respect to the annual. The whole school, and especially the senior class, was learning how to work in a democratic situation.

Class fights. Some schools, in which there have been splendid achievements in pupil participation in government, have pupils of all classes represented in the school, grouped together in the home-rooms. Some of these schools believe that grouping pupils of the same class together in the home-rooms stimulates class fights. Certainly a class that is organized just to be organized, rather than to develop and carry out a constructive program, satisfying to itself and of worth for the whole school, is looking for activity. In the absence of intelligent guidance, original nature, relatively unmodified, asserts itself; the class may become a mob, anxious to fight its inherited foes and full of a wild desire to paint all creation redder still. A group of young, animated spirits get together, inspired with a feeling of their own importance and a desire to attract attention to themselves. Psychologically speaking, their neurones are all ready to act, and not to act is annoying. In schoolboy language, "they are all dressed up and have nowhere to go." In the "good old days," when everything was perfect, such groups used to paint the president's faithful old white horse green, and stable a belligerent goat in the favorite professor's study. If the

group happened to be of the right racial mixture, they were "spoiling for a fight," attacked anybody in sight, preferably the village police or representatives of another class, and, if successful, gave an Alexandrian sigh for more worlds to conquer. Probably, since no new orbits swam into view, they yielded to a primitive urge and raided an ancestral pie wagon, and thereby fell from glory. Well fed, they sleepily vowed eternal secrecy and went to bed. The next day, however, brought still greater adventure. If there is anything, according to original nature, more satisfying than hunting, it is probably being hunted, fleeing, being pursued from one hiding-place to another, or, in more civilized society, from one verbal stronghold to another. In the absence of anything better to do, the original act was satisfying, being hunted was an adventure, and, if caught, there remained the thrill of sophomoric martyrdom. There was really nothing the matter with these students. The teacher with a memory of some of his earlier "prodigies of valor" may be the first to assert that such students, of some little country college of long ago, are now the hope of a democracy. These students simply needed guidance — constructive guidance backed by a knowledge and appreciation of youth and a sense of humor.

Class days. Classes do not fight because they hate each other. They fight because it is the traditional thing to do. As soon as an intelligent substitute can be worked out, if they do the working with just enough guidance, but not too much, real progress can be made. There is a necessity for constructive planning for what pupils call fun, as well as for work. This fun may be of constructive worth for the pupils and for the school. Wise leaders are constantly recognizing that, between neglect and attempted suppression of pupil activity, there is a wise course of pupil guidance. As a result of the initiative of three senior boys and the wise

guidance of the principal, the senior picnic in the high school at Lincoln, Nebraska, ceased to furnish a favorable opportunity for a battle between the seniors and juniors. By careful planning, in which the pupils participated, an interesting dramatic field day between the juniors and seniors paved the way for a real junior-senior picnic and for a declaration of peace in a whole school assembly.

This same plan of substitution has also been used to develop a really worth-while activity out of a dress up day that a particular class has sometimes called "Bums' Day," "Hobo Day," "Tacky Day," or "Slouch Day." Seniors would be insulted if any one considered that they were "tacky" or "slouchy," or had any particular admiration for "hobos" or "bums." Yet, in common with a large part of the human family, they like to dress up, to play a part, to be some one other than themselves. Some schools have kept the dress-up idea and encouraged pupils to dress to represent some favorite character in history or fiction. In some cases, these characters have appeared as all, or a part, of an assembly program, and as individuals or as groups have pantomimed the character or characters they represent, or have presented speeches or scenes in which the character appeared. Where this plan has been used, the audience usually participates also by attempting to identify the characters, speeches, and scenes. Some schools have turned away from a disorderly "tacky day" by guiding the pupils to represent the trades or professions they hope to follow, and by devoting the assembly program to vocational guidance. Some girls' schools have turned such a day into a sensible "style show," when all girls wear appropriate school dresses of their own make, and the assembly program, through illustration and explanation, provided interesting, helpful guidance in the fascinating problem of dress.

In the high school at Hibbing, Minnesota, the sophomore class has an annual banquet. In 1924 they issued volume 5 of *The Readers' Guide*. The preface of this eight-page booklet says:

The Sophomore banquet is an annual affair in the High School. Several years ago it was decided to eliminate dancing. The novel idea was originated of having the class divided into groups with teachers in charge; each group was asked to put on a stunt of their own choosing, and to decorate their table in keeping with their own selection. Out of this beginning, the Banquet has grown to be one of the most interesting events in the student's high-school career, for each student is made to realize his or her own responsibility, and that the success of the group depends on the coöperation of every one included. In previous years such general subjects as the following have been interpreted. Fairies, Pageant of Ore, Months in the Year, etc.

This year the plan is a "Library Come to Life" — the books which every student has learned to enjoy at some time in his youth will be presented by each table.

We feel it fitting and proper here to show our appreciation to the faculty members who so kindly offered their assistance and who have worked unceasingly to make this evening a success.

(Signed) THE SOPHOMORE CLASS

In the "table of contents" there are fourteen chapters, or "tables," with such headings as Nursery Rhymes, with Little Bo-Peep, Jack and Jill, etc.; The Drama — As You Like It, William Shakespeare, A scene in the Forest of Arden, Fairy Tales, Greek Myths, History, George Washington Visits Betsy Ross, and so on. The members of the class dress in costume according to the characters represented. In 1924, Miss Harriet Dalton, the Adviser of Girls, wrote, "There were two hundred and thirty-six in the class, and two hundred and thirty were present at the banquet and took part in the program."

School handbooks, newspapers, and annuals recount a bewildering variety of these "dress-up days." The en-

couraging part of some of these accounts is that an increasing number of schools are getting away from a day of disorganization and little work to a kind of day in which there is provision for fun, work, good taste, and courteous behavior.

Trends in class activities. It is impossible to discuss all class activities in detail, but it may be helpful to note briefly some trends in class activities. Class formal programs may begin with inter-home-room programs, and culminate in a class assembly that entertains while it explores the curricular or extra-curricular life in the school. "Senior Guides" may assume responsibility for very small groups of freshmen, or, in a four-year high school, seniors may sponsor sophomores, and juniors may assume responsibility for freshmen. This pupil-sponsoring, like Mercy, is twice blessed; it blesses the upper-classmen who give as well as the lower classes who take. As a part of this sponsoring, upper classes may present assembly programs that have real guidance value for younger and newer pupils in the school. Again, upper classes may give parties for lower classes, where not only standards of entertainment and behavior are set, but where the school is integrated and there is social satisfaction for all. People need to learn how to entertain and how to be entertained.

Changes are taking place in class athletics and even in the traditional Commencement. Schools are coming to appreciate the value of intra-school athletics, and, as this phase of school life develops further, as it surely will, there will be greater emphasis on intra- and inter-home-room games as well as inter-class games. As schools are developing real programs of physical education, more recognition is being given to class games. There are already splendid achievements to which one can point in many schools. Senior classes in Commencement exercises, as will be

pointed out in the chapter on Commencement, are breaking away from the pale imitation of college practices that have prevailed so long and are coming to interpret the life of the whole school.

In thinking through the problem of class organization in junior and senior high schools, one can come to realize that class organizations do furnish a favorable opportunity for larger group coöperation than is possible in the home-room or the recitation unit. In many cases, probably in most cases, the junior high schools have done more in worthwhile, purposeful class organization than have the senior high schools. The junior high schools have succeeded in part because they have suited the organization to the abilities of pupils and teachers. The form of the home-room organization affects the problem of class organizations. Since the class organization really begins in the home-rooms, the plans of orienting freshmen, in such cases as the one at Lincoln, Nebraska, depends on both home-room and class organization. Printed material as well as personal guidance should be available for each incoming pupil. The handbook as a freshman first-aid is one of the elementary forms of this type of material. If one could be sure of sufficient time to develop a well-grounded form of pupil participation, it would probably be well to begin with the freshman rather than the senior class. However, every class has, or can have, many problems that affect the life of the class, of the school, and of the school's standing in the community. It has been urged by some teachers and principals that classes not only should not be organized, but they should not be allowed to organize. The reasons usually given are that such an organization produces class fights. Most class fights exist because, in the absence of wise guidance, the class has nothing better and more satisfying to do. Many schools that recognize the

instinctive equipment of youth substitute for undesirable practices worth-while, constructive, satisfying class activities.

In the smaller high schools the home-room organizations will often be also the class organization. In the larger high schools, however, the class organization is logically the second step in the social organization of the school. In the development of pupil participation in the government of the school, the idea here is to begin at the bottom. The home-room as the smallest group organizes to participate in directing its own immediate affairs. Home-rooms of a particular class unite to participate in the direction of affairs of primary concern to the class, and finally as a third step all classes and the home-rooms that make up the classes unite to form the whole school council.

QUESTIONS

1. How do loyalties from a small, class-knit group to a large group develop? What, if any, bearing does your answer have on the place of class organizations in a high school?
2. Consider all the junior high schools of which you have first-hand knowledge in one group, and all the senior high schools of which you have equal knowledge. In which group are home rooms and class organizations the better developed? How do you explain your answer?
3. In what specific ways does the pupil composition of the home-room affect class organization?
4. In what respects is the freshman program, as worked out at Lincoln, the same as the core-content of the freshman program at Tulsa? In what respects different? What are the purposes of these two programs? To what extent do you consider these purposes sound? Select any one purpose of either program and show how, according to the theory of education that you accept, you would work it out as a home-room teacher or class sponsor.
5. For some high school, junior or senior, that you know well, work out a concrete plan for developing the attitudes and the

knowledge that you consider desirable in the pupils before they enter the high school.

6. What information should be contained in a freshman handbook? How do you justify your answer?
7. In what respects were the pupils in the North High School, Des Moines, in the example given, having an opportunity to learn how to work in a democratic situation?
8. List all the ways you can think of for getting rid of an undesirable "dress-up class day" in high school. Which way would you prefer to use? Why?
9. Omitting commencement exercises, class plays, publication, and rings or pins, list all the class activities you can think of. If you were writing this chapter on class organizations, in the same number of pages used here, which ones would you stress? Why?
10. How should class sponsors be selected? How long should the same sponsor or sponsors remain with the class? What reasons have you for your answers?
11. How, if at all, can the class organizations help the school progressively to reconstruct itself?

CHAPTER IV

PUPIL PARTICIPATION IN GOVERNMENT — PURPOSES

The idea of pupil participation in government is not new. Part of the reason for the pupils' growth, well-being and happiness in Vittorino da Feltre's "Pleasant House," *La Casa Giocosa*, could be found in a kind of mixture of democracy and paternalism, that enabled the pupils to participate in governing themselves. This school, this "House of Delight" at Mantua (1428-46) could develop such happy, democratic relations because of the genius of the teacher and the intelligent understanding of his chief patron, the Prince of Mantua, and more especially of his wife, the Marchioness Paola. The swift intuitions of a genius toward right methods required then, as now, that the patrons of a school have at least some appreciation of the work of the school.

In studying colonial schools in America, one does not carry away the idea that a typical one was a "house of delight," yet there are many recorded instances of pupil participation in government. Take, for example, this illustration from *The Students' Gazette*, number 7, pages 1-2, July 23, 1777, of the Penn Charter School, Philadelphia.

To a considerate mind how pleasing it must be to take a view of the laudable spirit of the boys of this school. Actuated by a noble principle and desirous to prevent the ill effects of internal broils they have established a constitution founded on their own authority. By virtue of this constitution an assembly is regularly chosen every month and empowered to make such laws as they shall think necessary or useful. The first act of this Honorable Body was to

open courts of judication and to order the election of judges and other necessary officers. The court takes cognizance of all crimes committed against any of the laws and is always held in some public place. Since this valuable institution has been adopted the absurd practices of fighting and calling names have visibly declined among the boys who now carry themselves toward one another with a delightful and polite behavior. There are some few exceptions whose childish folly and quarrelsome tempers render them a universal pest to the rest of their school fellows. These are the advantages which immediately result from our excellent constitution, but I am led to consider it in a view with regard to our future benefit in life. The members of the assembly to qualify themselves for the office to which they are intrusted must apply themselves with great industry to the study of the law and rules in which some of them are so proficient as to be able to draw up a bill in language that does honor to themselves and the school they represent. This will certainly be of great advantage to them hereafter, for when they are arrived at manhood and entered upon the busy scenes of life they will be useful members of society and qualified to serve their country in distinguished posts of honor and profit.

This quotation just presented must sound strangely modern to those who insist that it is only in the present time, with the emphasis on education and training in citizenship, that there is any real recognition of the worth of pupil participation in government.

Pupil participation in government has been confused with self-government. In the revival of interest in the relation of pupils to school government in the last quarter of the nineteenth century and the first decade of the twentieth, one has but to read the educational literature of the period to see that the emphasis was on so-called self-government. Self-government was in the air. Whatever the facts may be, the experiments, whether in the school or in a George Junior Republic, were called experiments in self-government.¹ The use of the present phrase, "pupil participation in government," represents a change in thinking

¹ See Cronson, Bernard. *Pupil Self-Government: Its Theory and Practice.* 1907.

as well as a change in the direction of more exact expression. The elaborate scheme of pupil school government that grew up after Mr. Wilson L. Gill organized the Patriotic League of America, in 1891, has given way to a much more simple and effective means of pupil participation in the government of the school.

Government in industry. The idea of participation in government has not been limited to our national government, to schools or to reform institutions, juvenile or adult. In 1916 the "Industrial Constitution" and the "agreement between the company and its employees, adopted at the coal and iron mines of the Colorado Fuel and Iron Company," was published. This constitution provided, among other things, that "employees at each of the mining camps shall annually elect from among their number representatives to act on their behalf with respect to matters pertaining to their employment, working and living conditions, and adjustment of differences, and such other matters of mutual concern and interest as relations within the industry may determine."¹ This idea of coöperative effort has since changed its form somewhat in industry, but the point here is that this idea of group representative coöperation was going on outside of schools. In 1914, W. L. Mackenzie King had begun his study, finally published in 1918 as *Industry and Humanity*, a major portion of which "is devoted to the principles underlying right relations in Industry and to a consideration of rules of conduct and methods of organization by which fundamental principles may be practically applied." Schools, experimental reform institutions, and occasional industrial organizations were, in some respects, moving in the direction of representative government.

Changing conceptions of school government in some

¹ Rockefeller, John D., Jr. *The Colorado Industrial Plan*. 1916.

English schools. In England, as well as in America, this idea of pupil self-government has been the subject of interest and some experimentation. Mr. Ernest A. Craddock, at the Northern Polytechnic Day Secondary School, Holloway, London, N., being of the opinion that the boy probably does not grasp the idea that "good conduct is a duty he owes less to his teacher than to his class and to himself" and that his "ill-doing is a crime against society," maintained that the usual manner of instituting and applying "rules and regulations and the whole apparatus of school discipline" is "totally opposed to the formation of right character." The pupil, he further points out in his *Class Room Republic*,¹ does not have a real chance to understand the purpose of school regulations and comes finally to consider "that good and bad conduct are matters which concern nobody but the teacher and himself."

Mr. H. Caldwell Cook, in *The Play Way*,² recognized as discredited "the method of teaching which consists of spoon-feeding under repression — overriding the natural habits and desires of boys so that they may be crammed with instruction in certain subjects." Moved by the belief that a fair principle of government, if ever reached, must "be wrought into a living practice by right education and good government," he planned and carried out at the Perse School, Cambridge, and finished writing up "somewhere in France" prior to November, 1915, a scheme wherein boys, including one group of about thirteen years of age, had "charge of affairs" and the individual boy was responsible for the government of himself and of his own learning.

Mr. J. H. Simpson had in mind that there is "in all schools, as in all adult communities, a creative public

¹ Craddock, Ernest A. *The Class Room Republic*, pp. 9-10.

² Cook, H. Caldwell. *The Play Way*, pp. 54-79.

opinion, which is independent of all the apparatus of government and is responsible for social customs often more strictly binding upon members of the community than law itself." With this conception of "creative public opinion" in mind, he planned and carried out an experiment "in the educative effect of self-government" in one of the lower forms of a public school.¹ He believed that the prefect system of self-government in the English public school reduced pupils, other than the prefects, to law-abiding, custom-observing nonentities. The twenty-three fifteen-year-old boys in this lower form carried the idea of self-government to the extent, not only of ruling themselves, but of fining the master five shillings for his "non-appearance at early morning calling-over." However, they evidently did not know that he had planned a test-case to see if self-government was really working, even if he had not planned for a "blunt razor" to be the chief contributory cause on this particular morning.

Mr. Caulfield Osborne² considered the oligarchical prefect scheme as the antithesis of self-government in the modern sense, and defined self-government "as the entrusting to a group of children of full power to determine either the whole or a part of their school life." Whether self-government be a means to develop "the power of coöperative action," or to give "practical training in citizenship," or to be psychologically remedial, he recognizes that "the exact scope of self-government cannot be predetermined."

A stereotyped phrase. Self-government has come, in some American educational writing, at least, to be a stereotyped phrase. It may have almost any meaning. It may

¹ Simpson, J. H. *An Adventure in Education*, pp. 1-34.

² Osborne, C. H. Caulfield. "Experiments in Self-Government in Secondary Schools," a chapter in *Education Movements and Methods*, edited by John Adams, pp. 177-90.

mean that powers are delegated to pupils by the school faculty, that they are derived from the consent of the governed, or it may indicate that the principal or headmaster has appointed certain pupils who try to get the other pupils to do what the master wants them to do, or again, it may describe a group, perhaps an enthusiastic group of pupils, who have chosen a small oligarchy to rule over them. The brevity of the expression, "self-government," as opposed to the longer one of "pupil participation in government," in some cases, at least, may account for its use. The English writers in the interesting experiments to which reference has been made, and in other accounts of experiments that are listed in the bibliography of this chapter, have more nearly in mind actual *self-government* than have American writers who use this expression. At the same time, one of Mr. H. Caldwell Cook's boys probably had a real idea when, speaking to his fellow pupils against tomfoolery, he pointed out that "if the practice of self-government degenerated into a 'rag,' Mr. Cook would abolish the Republic and they would all return to their ordinary lessons." It might prevent much confusion in speaking or in writing, as well as in listening or in reading, if those who have in mind actual self-government were left free to say "self-government" and those who mean something else would express themselves more accurately even if it involved using as long a phrase as "pupil participation in government."

The relation of the pupils, the council, and the principal. The powers of the council or students' association should be derived from all the citizens of the school, and within the scope of the charter granted by the principal. The pupils may become citizens with rights, duties, privileges, and obligations simply by entering the school, or by paying a small fee of twenty-five cents and joining the general

organization, as the usual plan is in some cities, or by attending classes for instruction in citizenship and passing a naturalization test, as in the Longwood Commerce High School in Cleveland. The participation in government in the home-room, in the class organizations, and in the council and its committees is so important that every pupil should be considered a citizen. The council, composed of pupil representatives and one or more teacher-advisers, subject to the direction and to the veto of the school principal or his representative, should regulate extra-curricular activities. All pupil organizations should be chartered by this central organization and all rules for regulating affairs of any pupil organization should be passed on by this central body. The office of the president of the council should be the most honored position any pupil can attain in the school. The successful, organized participation of pupils in school government demands that the elected representatives shall not constitute themselves as an oligarchy and assume all power, but that the home-rooms and the various classes shall be organized so that opinion passes from the citizens to the council quite as freely as the directions of the council pass to the citizens.

The work of the student council must be subject to the direction of the principal of the school. The principal is responsible to the superintendent of schools for every activity of the whole school; the superintendent, to the school board; and the board, to the people or to the representatives of the people who created the board. There cannot be, in any absolute sense, pupil self-government. The pupils are not responsible to the people who make the school possible for the way the school is conducted. It should be kept in mind that the principal is responsible for the whole school.

The student council and the real life of the school.

Both teachers and pupils may desire a coöperative type of government. This desire is the necessary basis on which to build, but it is only a basis. It is no assurance that either teachers or pupils are able to carry on immediately in a democratic situation. The people of a nation may overthrow the tyranny of a czar, but, because of lack of knowledge and experience, may fall to rioting, to fratricidal strife, and be quelled only by "the man on horseback." They may, through the iron hand of the master, become orderly, pay their debts, and gain or maintain a place of respect among creditor nations, but this may not be proof that they have become democratic. Fortunately, schools may proceed more intelligently and more quickly. However, even under the most favorable circumstances, a democracy grows slowly.

The idea that finally develops into a real, whole-school council develops most quickly among pupils from homes where children are intelligently guided rather than bossed, where children are educated rather than just trained to make certain responses. Pupil participation in government succeeds best in a school where the teachers and supervisors, including the principal, are accustomed to work coöperatively in attacking and solving common problems. This form of government is not for the dictatorial principal that saith to one teacher, go, and she goeth with glad, separating haste, and to another, come, and she cometh with dread and misunderstanding fear. If pupils and teachers are to participate intelligently in working together in a council government, there needs to be real socialization in the "recitation" class, and in the guidance of well-directed study and intelligent response. Often, however, pupils who have no real share in developing any purposes of their own in the classroom recitation strive with zeal and, finally, with skill, in home-room, in class

organization, and in the student council. The desire, in some cases almost mad desire, to have a part in directing themselves and in controlling their environment, makes some pupils work to an actual self-realization in a democratic situation. However, the fact remains that the student council is not a thing apart. It grows most successfully out of the real life of the school. It is simply one of the coöperative ways that the school provides for real education by enabling pupils and teachers to recognize and share in solving the school's problems.

Whatever powers the student council has are delegated powers. That the powers of the student council are delegated powers is expressly recognized in many student council constitutions. For example, the senate charter of the Lower Merion Junior High School, Ardmore, Pennsylvania, of which Mr. Edward H. Snow is principal, states in the preamble:

In view of the power invested in me as principal of the Lower Merion Junior High School, I authorize through the agency of the student body and the faculty, the establishment of a School Senate. The various terms and purposes of this establishment are designated below. This charter may be used as a constitution or as a basis for the making of one. This charter is subject to withdrawal upon due notice by the principal.

In the constitution of the Student Body Organization of the Senior High School, Springfield, Missouri, the source of power is expressed thus:

Since the principal and faculty are directly responsible to the superintendent and to the Board of Education for the welfare of the school, it is expressly understood that all student powers, herein set forth, are delegated by the principal and the faculty, and may be revoked by them at any time.

It is the exception rather than the rule for student council constitutions to state their source of power. Mani-

festly, according to the theory that has been stated, pupils cannot say, "We, the pupils of Panther Branch High School, do ordain and establish this constitution." Since they cannot do this, and since they have a constitution, as a rule, rather than a charter, they usually say nothing about the source of power. This omission is not peculiar to high schools. Miss Amos, in analyzing fifty council constitutions in women's colleges, found that only fifteen of the fifty stated how they were authorized.¹ It seems reasonable that all student councils should contain some statement of their source of power.

The purposes of student councils as stated in their constitutions. The purposes of student councils usually are to promote the general welfare of the school, to provide training in citizenship, to provide for coöperation of pupils and teachers, and to direct the extra-curricular activities of the school. However, there is no well-thought agreement among the schools so far, at least, as the expression of that agreement is concerned. Seven examples, chosen at random, may show the lack of unity of purpose and show, at least theoretically, what the schools are attempting through the councils.

The purpose of the Student Council in the John Adams High School, Cleveland, is stated in this manner:

1. To promote the general welfare of the school.
2. To arouse school spirit.
3. To provide opportunity for student coöperation and participation in management of school affairs.

The purpose of the Student Council of the High School, Athens, Ohio, is:

To direct the extra-curricular activities of the student body and to maintain and develop school spirit.

¹ Amos, Thyrsa W. "Student Government"; *Proceedings, National Education Association*, p. 442. 1925.

The purpose of the Students' Association of the West Philadelphia High School for Girls is expressed thus:

To promote an enthusiastic school spirit, good fellowship among pupils, helpful coöperation between pupils and faculty, and a wholesome interest in athletics, literary, artistic, musical, dramatic and scientific clubs, and all other activities that represent the school.

The purpose of the General Organization of the Wadleigh High School, New York City, is:

To foster school spirit, to have general direction over school activities, and to prepare for citizenship.

The purpose of the Student Council of the Pine Bluff High School, Pine Bluff, Arkansas, is expressed in this fashion:

It shall be the constant effort of this body to secure by every means in its power, gentlemanly conduct and thoughtful observance of school regulations on the part of the student body, and to promote harmonious relations between teachers and pupils and among pupils themselves.

The constitution of the Student Body of the High School, Boise, Idaho, expresses its purpose in this preamble:

We, the students of the Boise High School, in order to coöperate with the faculty in the management of student affairs, do ordain and establish this constitution for the Associated Student Body of Boise High School.

The seventh of these constitutions to be selected by chance is that of the East Technical High School, Cleveland. This council presents its purposes in five divisions, thus:

- (a) To create opportunities for closer coöperation between students and faculty.
- (b) To provide opportunities for student self-direction.
- (c) To foster all worthy school activities.

(d) To provide a forum for discussion of questions of interest to the student body.

(e) To create and maintain standards of good citizenship among students.

If the student council does grow out of the life of the school and as a result does have to meet the needs of social situations vastly different, there is probably no need for the purposes of student councils ever to become exactly the same. In fact, this diversity may be some indication of the vitality of the whole movement toward pupil participation in government. At the same time there might be greater progress if there were more general agreement in the purposes of the movement. It seems fair to the writer, at least, to propose that the purpose of pupil participation in government is to provide a means for education and training in citizenship here and now through sharing in the guidance of the curricular and especially the extra-curricular activities of the school.

What claims are made for pupil participation in government? Earle Rugg¹ found, in an analysis of fifty articles dealing with this topic, that the "chief objectives, values or claims" made by the writers were:

OBJECTIVES	FREQUENCY OF MENTION	RANK
1. To train for worthy citizenship through the development of coöperation, self-control, self-reliance, initiative, and responsibility	33	1
2. To establish better understanding, better spirit, and coöperation between students and faculty	13	2
3. To develop interest in school work, school spirit, and school pride	9	3
4. To develop intelligent leadership	6	4
5. To provide for pupil expression	1	5

Since many of the writers on pupil participation in gov-

¹ Rugg, Earle. *Twenty-Fifth Yearbook*, National Society for the Study of Education, Part II, p. 129. 1926.

ernment are interested in school administration, it is to be expected that many suggestions would be made as to the manner of introducing this form of government. As a result of his analysis of these fifty articles, Rugg presents,¹ under the title of "Theories and Principles upon Which Student Participation is or Should be Established," the following table:

	FREQUENCY	RANK
1. Student participation should be introduced gradually	21	1
2. The machinery should be simple	12	2
3. It makes school administration easier and more pleasant	9	3
4. It must come from within the school and not be imposed from without by authority	8	4.5
5. Student meetings, such as council, class and club meetings, should be given a regular place in the program of the school	8	4.5
6. Student participation is a good way to utilize adolescent, instinctive activities	7	6.5
7. Pupils should have a voice in disciplinary problems	7	6.5
8. Faculty advisers or sponsors should attend all meetings of the students	6	8
9. Student participation in the management of the school is the most logical way to teach civics	5	10
10. The old autocratic plan of school management is not satisfactory	5	10
11. The schools have not been successful in teaching worthy citizenship	5	10
12. It should not be considered a disciplinary device	2	12.5
13. Student participation in the school government is the best way for teaching respect for law	2	12.5
14. Student participation helps break down class barriers in school	1	15
15. Scholarship is improved through student participation	1	15
16. Pupils are developed socially by participating in school government	1	15

¹ Rugg, *op. cit.*

This table seems to be made up of claims and administrative suggestions rather than theories and principles, but it does show, as far as can be shown in a form so brief, a cross-section of current opinion of those who are sufficiently interested in this subject of pupil participation in government to write about it.¹

Seven of the purposes of pupil participation in government. If pupil participation in government is not simply a way of getting things done, but a means rather of real education and training, any one working in this field should think through what he is aiming to do. There is no need that all workers agree, but it is necessary that whatever the individual does should grow out of his educational philosophy. The writer, therefore, in accordance with his theory, before going on to analyze various types of student councils, stops to set down seven of the purposes he has in mind in considering pupil participation in government.

1. *Pupil participation in government provides a favorable opportunity for the pupil to have a definite purpose of his own.* This purpose he must make clear to his associates through explanation if he is to get it accepted by his group. If it is his purpose, it has in it a drive for him that makes for action. Psychologically, this is the law of readiness wherein to act is satisfying and not to act is annoying. However, in working in the student council he has to present his case, to speak clearly and definitely, to an exacting audience; he has to work in accordance with orderly procedure; he must recognize the chairman, present his motion, struggle with the fickleness of public opinion, get a working committee appointed. The purpose that he has may make him strive for exactness, a completeness in result. Such action as is here described is not peculiar to

¹ In sampling current opinion there seems to be a chance for error in that the advocates of a movement of this kind do most of the writing.

student councils; it may exist, and ought to exist, in regular recitation classes, but the council, because of pupil responsibility, is peculiarly favorable to the pupil's having and carrying out a definite purpose.

Furthermore, such action as has just been described is a very practical education and training in citizenship. Orderly, intelligent, critical discussion cannot be carried on by a mob. The pupil, in order to get his purpose fairly and adequately considered, will be the first to insist on the observance of simple, orderly parliamentary procedure. It is necessary for him to learn the mechanics of free discussion, and it is even more important that, through experience, he shall know why the forms of simple parliamentary procedures are necessary. Knowledge is not enough; the pupil must have practice. According to the plan of pupil participation that has been presented in this and the preceding chapters, he can gain this practice in the small home-room group, in the class organization, in the student council, and finally, as will be pointed out, in the assembly of the whole school. It is this practice in carrying out a definite purpose that gives much of the intense drive that characterizes pupil effort in coöperative school government.

2. *Pupil participation in government tends to create a friendly feeling between teachers and pupils.* The basis of this friendliness is coöperative effort. The first step here is a consideration, by pupil representatives and teacher-advisers of what are the conditions; second, what ought to be done; third, how it can be done; fourth, the selection of the best plan that stands at least a fair chance of being successful; fifth, putting the plan into operation; sixth, to what extent was the plan successful; seventh, revision of the plan for continuing it or possibly dropping it temporarily or permanently. The question in all this coöperative plan-

ning is not, What does the teacher want? Rather, it is, What does the situation require? If wisely directed, the work becomes objective rather than subjective. Friendliness between teachers and pupils is often a matter of personality, and there is certainly no desire here to disparage rich, interesting, many-sided personality. However, there is a type of teacher that exploits at least some pupils on this basis. This type of teacher says or implies, "Do this, please, dear, because it will make me so happy." Government is necessary, not on personality, not even on sweet personality, but on as nearly an objective basis as the group can work. Through coöperative effort in planning and in carrying on pupil participation in government, friendliness on a high plane may develop between teachers and pupils through shared experiences. This experience may enable teachers to understand and appreciate the pupils' point of view and enable, likewise, the pupils to have a keener understanding and appreciation of the teachers' angle of vision. The result may be that, through actual experience, all teachers and all pupils work together on a friendlier basis.

3. *Pupil participation in government can be psychologically remedial.* The pupil may not have learned that, as Benjamin Franklin put it, "Vicious actions are not hurtful because they are forbidden, but forbidden because they are hurtful." Requirements of polite home behavior may have repressed perfectly natural tendencies until there are habitual attitudes of hostility toward anything that is forbidden. Again, there is a type of pupil whose day-dreams are so vivid, so distinct, that "he absolutely loses contact with the real world."¹ The classroom procedure is full of devices for catching and holding the attention of such pupils. Other pupils come to the school self-assertive as

¹ Green, C. H. *Psychnalysis in the Classroom*, p. 13.

the result of bossing, or so inhibited from having been the victims of bossing that they are not free enough to guide themselves intelligently. As judges of juvenile courts have shown, youthful delinquents frequently come from such types of the psychologically unfree as have been mentioned. If there is some real participation in government, whether it is the gang in the alley, or in a group in school, the pupil may learn that the law which he helped make, and which he may understand because he helped make it, does aim to forbid hurtful practices. The day-dreamer, by becoming active with his fellows in creating a real world, may find this new creation more attractive than his "castles in Spain." The boss may learn that his peers do not appreciate his superior dictation, and that if he wants to be part of the group, he must play the game according to the rules. Finally he is drawn into the group because he can have a part, though not the whole part, in making the rules. The shy little fellow, who may be simply a bundle of inhibitions, may find, under wise guidance, that he can do something to contribute to the general welfare. It is neither good intentions nor advice on the part of adults that can do the remedial work necessary. Purposeful action of the pupil with his peers must do the work. Just enough guidance, but not too much, can help.

4. *The development of a plan of pupil participation in government is concerned with the development of attitudes in pupils, in teachers, and in administrators.* There is the absolute necessity that individual, or group, opportunity be definitely associated with responsibility. It is a virtue of this opportunity of pupils to share in government that the situation insistently demands that they do something. The pupils by nature are interested in action; to act is satisfying. To act in meeting the opportunity may mean to assume responsibility. The results of action in a

school situation usually have an immediate as well as a deferred value. Professor Bode defines democracy as "A social organization that aims to promote coöperation among its members and with other groups on the basis of mutual recognition of interests."¹ The pupils probably see darkly through the glass of their own activities, but the adult guide must see clearly. Pupils, and, perhaps, especially American pupils, in their idealism, inherit a belief in democracy and, to some extent, a belief in education. Pupils under the pressure of immediate circumstances are constantly desirous of modifying the form of school government and, if the guidance is wise, they can develop the attitude that they are not one-hundred-percenters, but that they are becoming effective in realizing what they are striving for. They are not killing the democracy they have by becoming satisfied with seemingly established forms. They are concerned with progress, with reform, with fitting their immediate society for themselves as well as fitting themselves for society as represented in the life of the school. They are having a favorable opportunity to learn through stern necessity that the expression of their own native tendencies cannot exist except through what Professor Bode calls "coöperation based on mutual recognition of interest and through progressive modification of institutions and practices." Pupils do not express themselves in the language of a professor of philosophy; they say, "Oh, you got to learn to give and take or you get thrown out"; but, painful as it sometimes is, they can learn how to work together.

Pupils themselves are interested in getting things done. While the guide may be interested in civic or character education and see pupil participation in government as a

¹ Bode, B. H. "Democracy and Education"; *Eighth Yearbook*, National Association of Secondary School Principals, p. 123. 1924.

means to this end, the pupils are interested chiefly in action. They desire to organize the games, to celebrate a victory in assembly, to regulate traffic, to see that the activities in which they are especially interested share in the school budget. Teacher-guides see in these desires a basis for enabling pupils to want better conditions and to strive coöperatively to satisfy these improved wants. The working-out of the attitude may establish desirable habits and ultimately result in a knowledge of how to work in situations requiring individual initiative and coöperative effort.

5. *Pupil participation in government tends to provide for emotional satisfactions.* In this discussion emphasis has been placed constantly on practice with satisfying results, with a recognition that the emotions must be included. There is the desire of most intellectual workers to be free from envy and worry and emotional disturbances. Probably most wise people desire to bring feeling under control of the intellect. "'Tis a consummation devoutly to be wished." However, the human family does not live on so high a plane. In everyday life it is usually the emotions that give the drive to human endeavor. The high-school boy or girl is guided very largely by feeling. To say that it should not be so may be true, but it does not affect the facts. There must be provision for education in right feeling in connection with right acting. It is a healthy emotional satisfaction for a pupil to share in directing affairs, in the home-room, class, or council; to have one's opinions courteously considered by one's associates and especially by the members of one's own group; to have the consciousness of being expected to do the right thing and to help others to do it; to be a part of an organized group that in the very nature of the situation demands one's best effort in creating, building, promoting through coöperative

effort. Action and emotion are inseparably associated. While emotional satisfactions should be provided for in the upper levels of the pupil's range, it must be recognized that the satisfactions are satisfactions suited to youth rather than to age. Since youth cannot suddenly become old, the only hope seems to be that teachers, possibly wise in years, stay young in spirit.

6. *Participation in government can make for intelligent obedience to authority.* There is no instinctive tendency that makes youth recognize that freedom comes through law. Even if it were desirable, there is not time, as Kipling has pointed out, "to ask for the reason of every command and argue with people about you." In a complex world it is necessary for learners to realize that there is authority, so long as it is authority, that must be obeyed. The individual cannot know everything about everything. Authority in many things must be accepted — but accepted how? Blindly or intelligently? Authority is changing; the doctrine of the Divine Right of Kings has passed. If the pupil can have a hand in making the school laws about smoking, corridor traffic, returning report cards, parking automobiles on school grounds, conduct in study hall or assembly, a point system for regulating pupil participation in extra-curricular activities, he can be more intelligently obedient because he knows why, in the opinion of the majority at least, these laws are necessary. If he has a part in making the laws, it is probably true that the laws will be better enforced; but this is not the fundamental idea. The primary thing is for him to understand why the law is necessary and that it is only through law that he can have either freedom or safety.

7. *Participation in government is a means of education.* As Carl Schurz has remarked, "Self-government as an administrator is subject to criticism for many failures, but it

is impossible to overestimate self-government as an educator." Writers on the government phase of school life, however, frequently emphasize that pupil participation is "an effective way of developing and controlling the school situation"; that the intimate contact of principal and pupils in government brings to light "knowledge of many situations undiscovered by the faculty"; that the "council takes the lead in organizing pupils to observe regulations"; that "pupils are more responsive to conventionalities" when they have part in the government. These writers also claim that when pupils share in the government, they "reduce tardiness"; "solve difficult disciplinary problems"; "care for petty offenses"; "develop and conserve public opinion as to what we do and what we do not do." There are also repeated claims that squads or patrols — sanitary, lunch-room, corridors, lockers, study hall, grounds, and so on — make it easier for school officials to control the school. In fact, out of 210 claims for pupil participation in government which the author has listed, 21 of them are to the effect that such participation makes for efficiency and ease in running the school. All of these claims, and many others that could be made, are, in many cases, true. Yet the fact remains, as Dean Kerr pointed out at a national meeting of the deans of women, in 1920, "Student government is not an end, but a process; it never will be, nor can be, expert government." W. D. Lewis went a step farther when he said in the President's address at the meeting of the National Association of Secondary School Principals in 1919, "I believe it is supremely important that principals and teachers recognize student participation as a principle underlying proper training in democratic thought, feeling, and action, and not as a device for getting desirable work done." There is no doubt that a benevolent despot, or a school principal de-

voted to paternalism, if he be supremely wise, absolutely just, and not self-seeking, can furnish either a community or a school, "as far as the practical working of administrative machinery goes," better government than can citizens who are subject to the vagaries of public opinion. There is need for good government in schools, but the reason for developing pupil participation in government is not just as a means to get things done. Rather it is a means of enabling pupils, intelligently guided, to practice the qualities of the good citizen here and now, with results satisfying to themselves.

What is the place of pupil participation in government in education and training in citizenship? Rugg found, in analyzing fifty articles, that of the sixty-two objectives set down for pupil participation in government, thirty-three were for training in "worthy citizenship through the development of coöperation, self-control, self-reliance, initiative, and responsibility." In the author's own analysis, almost half the claims were for citizenship values. These claims seem to fall roughly into five overlapping divisions: individual and group responsibility, group coöperative effort, practice in habits of citizenship, moral self-reliance, and, finally, as a preventive measure. No one quotation presents all of the claims of any division, but six brief statements may make these claims more concrete.

In 1899, in the John Crerar Public School, Chicago, J. T. Ray was working out in detail a plan whereby a pupil "should learn early in his school life that he must guard his own rights and privileges if he wishes to retain them. He must therefore learn to influence others to right conduct."¹

In 1909 and earlier, Dewey was emphasizing that "the school cannot be a preparation for social life except as it reproduces, within itself, typical conditions of social life."²

¹ Ray, J. T. *Democratic Government of Schools*. 1899.

² Dewey, John. *Moral Principles in Education*. 1909.

In pupil activities, and especially the activities of the University High School, Chicago, of which he was principal, Franklin W. Johnson, in 1909, said: "With the same idea and determination any school, whatever its situation or circumstances, may at once begin to make effective those agencies which, as no others in our public schools can, train boys and girls to become morally self-reliant men and women."¹

The working of individuals in groups has been a part of Kilpatrick's philosophy and practice. In 1919 he said: "It is coöperative, purposeful activity in group affairs that has perhaps most to do with building the healthy social character, with its spirit of give and take, its like-mindedness, its tendency to personal welfare." "We are not preparing these boys and girls merely to live after a while. We expect them to live now."²

After organizing and supervising the Speyer Junior High School in New York City, wherein the experimentation included pupil participation in government as a part of the extra-curricular activities, Briggs summarized his views thus: "These activities offer the school its best opportunities to help pupils to do certain desirable things that they are going to do anyway, viz. take their places as members of social units and exercise each according to his ability, those qualities of leadership, initiative, coöperation and intelligent obedience, all fundamental in society."³

In surveying the pupil activities in the eleven senior high schools of Philadelphia, the writer said: "These pupils can be learning in the voluntary associations with their fellows how to coöperate for the common good, how to lead or

¹ Johnson, F. W. "The Social Organization of the High School"; *School Review*, December, 1909.

² Kilpatrick, W. H. "Education of Adolescents for Democracy"; *Religious Education*, June, 1919.

³ Briggs, T. H. "Extra-Curricular Activities in Junior High Schools"; *Educational Administration and Supervision*, January, 1922.

select a leader wisely and to follow him, how to assume responsibility and to make good, and, where the teachers advise enough but not too much, there is a real opportunity for the development of many of the qualities a good citizen must have." ¹

What shall the school do? Three ways are open. The whole matter may be left to chance; pupils may be told what to do; or the situation may be so arranged that pupils practice the qualities of the good citizen here and now, with results satisfying to themselves. This whole movement for pupil participation in government seems to be a part of the democratic movement inside and outside of the schools. Educators are recognizing increasingly the truth of what Thorndike said in 1911: "In the last analysis what the scholars do, not what the teacher does, educates them; not what we give, but what they get, counts, and only through their self-activity are they directly trained." ²

Does the school know how to call the active virtues into play? Probably most schools know how to kill off initiative, especially if it expresses itself in mischief or non-conformity; how to prevent coöperation wherever it means one pupil helping another; how to break down leadership, especially if it be along non-approved lines; how to reward the passively good. Does the school know how to develop the active virtues of citizenship in a democracy? Probably the one who answers this question of the school's ability to educate citizens in a democracy for a democracy, at least in so far as pupil participation in government is concerned, will have to answer first such questions as: Does the student council in its various activities tend to cause pupils to contribute, to what they conceived to be a good cause, all that they can? Do these ways of participating in gov-

¹ Fretwell, E. K. *Report of the Survey of the Public Schools of Philadelphia*, Book 4, pp. 113-63. 1922.

² Thorndike, E. L. *Principles of Teaching*, pp. 39-41.

ernment tend to make pupils want to change good practice to better practice and come to have the skill to do it? Does a pupil's work in the home-room or class organization or in the council require that he recognize his own and everybody else's ideas and select the ones of most worth; that is, do these situations help him think independently? Does a pupil's activity in sharing in his own government provide a favorable opportunity for discriminating practice, not miscellaneous practice, but selective practice in changing ways of doing things to better ways of doing things? The psychologist emphasizes the necessity of providing "those situations which by the nature of *homo sapiens* call the active virtues into play and make their exercise satisfying to the individual. Induce these tendencies to act and reward their action."

What is the place of guidance in practice? Practice of the active virtues of citizenship is important. There are those advocates of pupil participation in government who say: "Give pupils responsibility and trust them and all will be well." Others say: "Schools have only to give boys and girls chances to be self-reliant and inventive in matters where it is useful for them to be so and to reward their successful efforts." Those who are satisfied with these statements might do well to keep in mind that, while successful practice must be satisfying, failures must be instructive. There are many attempts to practice the active virtues of democratic citizenship that are probably worse than a waste of time. There may be, owing to an absence of intelligent guidance, failure after failure that is in no way instructive, with the final result that there are no more attempts. The individual may not only give up practice, but lose the attitude of believing it is worth while to try to accomplish anything by democratic means.

It seems perfectly clear that to develop the knowledge,

the attitudes, and the skills necessary for improving a democracy, pupils must have experience, practice, in living in a democracy; that practice in a democracy may be bad as well as beneficial; that guidance is absolutely necessary in arranging the situation, in making failures instructive, and, wherever possible, making the rewards of successful practice come from within the situation rather than from some external cause. It is the author's opinion that at the present time the school's opportunities for educating pupils in a democracy for a democracy lie in subject-matter, in methods of teaching, in the way the school is organized, and in the whole extra-curricular field; but that the school's greatest opportunity lies in guiding pupils to participate in the organization and direction of the school's extra-curricular activities.

A definition, positive and negative, of pupil participation in government. It is the business of the school to organize the whole educational situation so that there is a favorable opportunity for everybody, pupils and teachers, to practice the qualities of the good citizen here and now, with results satisfying to themselves. Pupil participation in school government, when guided wisely, is the best means the school has for providing this practice. The thinking must be on the positive side, but such thinking will probably also lead the reader to recognize that pupil participation in government is not self-government; that it is not primarily a means of discipline; that it is not just a way of getting things done; that it is not paternalism, benevolent despotism, an oligarchy, or an aristocracy; that it is not a way of building *esprit de corps* by rivalry; that it is not a way of freeing teachers from work; that it will not run by itself; that it is not a way of setting pupils in one group over against teachers in another; that it is not a way of teaching information civics; that it is not a substitute for vigorous

application to worth-while curricular work; that it is not a way of finding effective leaders without the difficult work of developing them; that it is not a means for educators to shirk responsibility by leaving affairs entirely in the hands of pupils; that it is not a miraculous way of lengthening the attention-span or of getting rid of temporary interests; that it is not a means of capturing the drive in pupil participation in government and reducing it to a curricular course of study by the easy means of providing time for it in the daily program. Negative definition is not an end in itself, but simply a means of clarifying positive thinking that precedes constructive action.

Some ideas to keep in mind. The student who is trying to think through this phase of pupil activity can keep in mind that the idea of pupil participation in government is not new either in the secondary schools of Europe or of the United States. However, in expression at least, there has been confusion between self-government and pupil participation in government. This idea of participation in government is found in industry as well as in the schools. In theory and in practice there has been a change in both England and in the United States away from what some educationists called self-government in the direction of pupil participation in government. Since the principal is responsible for the whole life of the school, whatever powers the student council has are delegated to it by the principal. Partly due to the rapid development of the idea of pupils sharing in the government of the school as an educative experience, there is as yet no complete uniformity in the statement of the purposes of this phase of pupil activity. A cross-section of current opinion, however, shows that there is a rather general agreement in the claims made for pupil participation in government. An analysis of seven of the purposes brings out the idea very definitely that the

emphasis is on providing educative experience for pupils rather than on considering pupil participation in government as an end in itself. The school has had difficulty in calling the active virtues into play and even greater difficulty in guiding their practice. Here is one phase of the life of the school that can provide a favorable opportunity for placing the emphasis on the active virtues and of making their practice satisfying. Pupils are citizens here and now, with rights, duties, privileges, and obligations. If they are to grow into still better citizens, ideas about citizens may be helpful, but satisfying practice is absolutely fundamental. This idea is a vital part of the whole philosophy of modern education. However, if there is to be continued progress in this field, individuals and groups must think through this idea of pupils participating intelligently and increasingly in the direction of their own and the schools' affairs, and try out their ideas in actual practice.

QUESTIONS

1. In what sense, if any, is the idea of pupil participation in government new?
2. Does pupil participation in government apply to organizing and directing the extra-curricular activities of the school? If so, in what specific ways?
3. How do you account for the fact that to some educators pupil participation has to do almost exclusively with school discipline?
4. In what ways, if any, has pupil participation in government been confused with self-government? If there has been any confusion, how do you account for it?
5. What claims do you make for and against pupil participation in government? On what basis do you justify these claims?
6. In what respects, if any, do you consider each of the seven purposes of pupil participation in government cited in this chapter, true? — untrue? Why?
7. What do you consider the purpose of pupil participation in government? How do you evaluate these purposes?

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8. Should a student council be chartered? Why or why not?
9. Should the principal have the power to veto council legislation? Why or why not? If he should have this power of negation, what should he do on the positive side?
10. What is a student council? (Setting down in parallel columns what a council is and what it is not may help clarify your thinking.)
11. Can a school develop the positive virtues that characterize the good citizen? How?

CHAPTER V

TYPES OF COUNCILS IN JUNIOR HIGH SCHOOLS

The junior high school and extra-curricular activities. One of the most important phases of the progress made by the junior-high-school movement has to do with the organization of the extra-curricular activities of the school. Junior high schools in the main seem to have attracted principals and teachers who are really interested in boys and girls. Writers in this field, such as Briggs, Glass, Cox, Koos, C. O. Davis, Pechstein and McGregor, Thomas-Tindall and Myers, Sheehan, Terry, and W. A. Smith, to mention only a few, have devoted one or more chapters in their representative books or reports on the junior high school to the extra-curricular activities of the school. Many magazine articles, by Lyman, Ryan, Foster, Fretwell, Johnston, Myers, and others, have reported the social progress that exists in some junior high schools. Notwithstanding all that has been presented in theory and in concrete report, the writer, after visiting many junior high schools, believes that if one read all that has been said, and well said, one would still have only a very inadequate view of the widespread progress that has been made and is being made in developing extra-curricular activities in junior high schools.

This progress in junior high schools is many-sided. However, the five phases in which most advance has been made seem to be in home-rooms, student councils, assemblies, clubs, and intra-mural athletics. Home-rooms have already been discussed. Assemblies, clubs, and athletics

will be considered later. The present chapter is devoted to an analysis of a variety of types of student councils that exist in junior high schools. The philosophy underlying the student council was discussed in Chapter IV, under the head of "Purposes." To stop with the philosophy is to get nowhere, so far as wise action on the part of the school is concerned. There is a necessity of getting at the way this philosophy can be worked out.

Work of the council is fundamentally educative. It is concerned with right and satisfying action here and now. There is no important need of the present or of the assured future more insistent than the habit of right action. The council, on a level that adolescent boys and girls understand, specializes in the type of direction and action that is for the good of the larger group as well as for the individual. The junior high school is exploratory, but exploration of fields of subject-matter and of a pupil's interests and abilities in these fields is not enough. There must be exploration for all pupils in ways of using one's initiative for the good of the group, of coöperating intelligently in a worthy enterprise and enjoying it, of sharing in the direction of immediate affairs that are of real importance, from the pupil's point of view, for himself and for his fellows. If the pupil, with the aid of his parents and his teachers, is to get started on the career that is best for him and for the state, he must take into account what he is as well as what he knows. Pupil participation in government, as represented in the council, is one means, but only one means, of developing right habits and attitudes and in some respects the knowledge of how to live and work with people.

Types of councils in junior high schools. In the junior high school, practically all types of councils have one element in common — direct home-room representation. The types considered fall roughly into the following divi-

sions: councils made up of home-room representatives in a single house; a single house with an executive committee; a series of all-school councils with or without a central all-school council; a council of two houses — the lower elected by home-rooms and the upper elected, for the most part, by the lower; a council modeled after outside city, state, or national organizations; a council that is a combination of lower and upper house and a city plan of government; and, finally, a type of so-called council that has some one of the forms enumerated, but really has little power other than "running errands" for the principal. It should be borne in mind that this list is not exhaustive and that practically every council has one or more distinct variations from the type to which it belongs.¹

Home-room representatives in a single house. The particular council described here grows directly out of the home-room organization. This council is organized "to secure pupil participation in the exercise of leadership, coöperation, and assistance in providing for the general welfare and success of the whole school." The duties of the council are "to approve or disapprove social functions within the school; to issue charters for the formation of clubs, teams and associations; to coöperate with the principal in promoting wholesome school spirit and proper student conduct; to appoint officers to carry into effect rules and regulations; to consider cases of offense and recommend suitable action to the home-room." The council is composed of two representatives from each home-room. The principal may permit special representatives from home-rooms to attend council meetings. Such representatives may talk, but not make a motion or vote. The council nominates, two weeks before election, not less

¹ The analysis of a particular council may be entirely correct when the analysis is made, but it is necessary for the student to keep in mind that these councils are growing, hence constantly changing.

than three nor more than five non-council members for president and for vice-president. The whole school then elects a president and a vice-president for one term. As this council developed, it established a court of three judges, one from each school year, to serve during school membership and good behavior. In addition, the home-room presidents and the council officers meet weekly as a club to discuss parliamentary procedure. A council committee visits home-room and club meetings and reports to the council on the nature of the program and the conduct of the meetings.

In the student association of a second junior high school, the teachers as well as the pupils are members. The council has "control of all financial enterprises" in "accordance with the regulations of the principal," and carries on its work through standing committees. Each of these committees, consisting of four pupils and one teacher, is elected by the council and responsible to that body. In common with some senior high schools, this council provides that all the officers of the association shall be elected at the last meeting of one semester and hold offices during the next.

The student-government association of a third junior high school has at least three additional variations: the teachers elect one of their number to be a member of the council; the council elects its own officers; the president assists in maintaining the general discipline in the school "by appointing, under the direction of the adviser, the following squads": assembly, patrol, sanitation, lunch-room, and ushers. The duties of these five squads are specified in the constitution.

The student council of a fourth junior high school differs in some respects from the three councils that have been considered. This council is composed of home-room presidents, but in the home-rooms the first officers elected are

all of the ten kinds of officers that have been enumerated organize their councils. The six classes also are organized. In addition the school has an orchestra, a color guard, Big Sisters, Boys' Senior Corps, and office monitors. The student council is made up of the presidents of all these twenty organizations, together with a head boy and a head girl. Thus it is composed of the presidents of the following organizations: Presidents' Council, Vice-Presidents' Council, Secretaries' Council, Treasurers' Council, Librarians' Council, Thrift Council, Newspaper Council, Traffic Council, Lunch-Room Deputies, Grounds Deputies, Orchestra, Color Guard, Big Sisters, Boys' Senior Corps, Office Monitors, 9A Class, 9B Class, 8A Class, 8B Class, 7A Class, 7B Class, Head Boy, Head Girl.

Each council meets twice a month. The student council meets weekly.

1. The particular duty of the Presidents' Council has proved to be that of assisting in caring for attendance. Rooms are ranked weekly on the basis of attendance, punctuality, and discipline.
2. The function of the Vice-Presidents' Council is to assist in the order and routine of the assembly. The majority of ushers are chosen from the vice-presidents. One head usher is appointed.
3. The Secretaries' Council keeps the minutes for the home-rooms, countersigns attendance reports, and communicates with absent members.
4. The Treasurers' Council, under the sponsor, handles the money for various home-rooms. Printed forms are used to systematize the work.
5. A librarian is elected from each home-room to the Librarians' Council. The function of this group is to establish and promote the growth of high library standards in the school; to maintain a close coöperation between the home-room and the library.
6. Members of the Thrift Council, made up of representatives of each home-room, keep the interest in personal savings at a high standard. This council arranges the schedule for a representa-

- tive from the bank to come to the school for opening accounts.
7. The function of the members of the Newspaper Council is to handle and sell *The Skinner Citizen*, and to keep the interest stimulated by means of advertising.
8. The function of the Traffic Deputies is to assist with the traffic during the passing of classes and thus to participate in the governing of the student body of the school.
9. The chief duty of the Luncheon-Room Deputies is to assist in the order and routine of the luncheon-room and lower corridors during the luncheon periods.
10. The function of the Grounds Deputies is to maintain the upkeep of the grounds around the building as far as paper and untidy conditions are concerned and to supervise the grounds during the lunch periods.
11. Two orchestra periods a day are held, one for advanced students and one for beginners. In the ninth grade, orchestra receives three tenths of a credit each semester.
12. The Color Guard raises the flag in the morning and lowers it in the afternoon, while the entire school stands at salute. This is done just after school has begun and just previous to dismissal.
13. The Big Sisters consist of all 9A girls. It is a group which carries on the social service work in the school.
14. The Boys' Senior Corps is made up of 9A boys. It is the purpose of this group to serve as big brothers to the lower-class boys. The Senior Corps assists in the social service work and sponsors a series of boys' meetings.
15. The Monitor Staff consists of two boys appointed by the office each period from the study halls. This group performs duties requested by the office and collects attendance slips.

There is a ruling that only one office which is followed by membership in a council may be held. All home-room officers are elected on a basis of citizenship qualifications (that is, no grade in citizenship below "C"); failure to maintain the original eligibility requirements automatically withdraws the officer from service; all student council members (that is, presidents of councils, presidents of the six classes, president of the color guard, etc.) are made eligible on the basis of both citizenship and scholarship qualifications

(that is, no grade in scholarship below "C"). Head Boy and Head Girl must have both scholarship and citizenship qualifications. Failure to maintain the original qualifications results in the automatic, permanent withdrawal from office, the place being filled by the one receiving the next higher number of votes in the final election.

Grade congresses and a cabinet. The scheme of pupil participation of the ninth junior high school, in common with the other eight schools that have been considered, was based in the early years of that school on the home-room organization, but has, as the following analysis shows, "grade congresses" and a whole school "cabinet":

A. *Home-room organization*

1. Membership-pupils

2. Officers:

- a. President — takes charge of class and appoints committees.
- b. Vice-President — assists in campaigns, etc.
- c. Secretary and Treasurer — takes care of routine.
- d. Reporter to *Junior Life* — the school paper.
- e. Two representatives to Grade Congress — one girl and one boy.
- f. Boosters or other officers are elected whenever the occasion demands.

B. *Grade Congresses, one for each of the three classes*

1. Membership:

- a. Two pupils from each home-room.
- b. Grade administrator and one other faculty member.
- 2. Officers: President, Vice-President, Secretary, Sponsors.
- 3. Purpose: Legislate for all internal affairs, such as auditorium, advisory periods, conduct, transmission of advisory groups, suggestions to Cabinet, and *vice-versa*.

C. *School Cabinet. (Faculty and pupil organization.)*

1. Membership:

- a. Two pupils from each Congress
- b. One *Junior Life* representative
- c. One from a special "B" Council
- d. One from Corridor Officers

- e. Two faculty members — principal and assistant principal.
- f. Three administrators — one of "subjects" committee, social committee, and steering committee.
- 2. Officers: President, Vice-President, Secretary.
- 3. Purpose: Investigate, deliberate, delegate, and authorize.

In addition, there were the corridor officers' force, the "B" Council, and the auditorium officers. The first is the police force appointed by a sponsor with the approval of the advisory group to which the candidate belongs. The force is organized in military fashion, holds weekly meetings at club hour, and takes over the general question of behavior in the halls, lunch-room, and premises generally. The "B" Council is composed of six faculty members appointed by the principal, together with all the pupils in the school who have received their third attainment in any one activity, one boy and one girl from each grade congress, and the principal and assistant principal *ex officio*. It is the business of this council to award honors in athletics, citizenship, and scholarship subject to the provisions of the constitution. The auditorium officers are peace officers and appointed by the congress of the grade to look after the behavior at auditorium sessions.

A council modeled after an outside political organization.
In *Social Guidance in Cleveland High Schools* a tenth Council is described briefly:

At Brownell Junior High School, Cleveland, national party organizations with presidential nominating conventions are copied. Things are done very realistically. A floor is a ward, and a room is a precinct. Election board are appointed. Pupils register, old official registration books of the city of Cleveland being used. Delegates are chosen to a nominating convention; two political parties with party named are formed; platforms are drawn up; candidates and speakers plead their causes at a political rally of the entire student body; voting is done on official school ballots printed in the school print shop; and a special extra edition of the school paper gives prompt election returns.

The argument for such a plan is that it gives pupils by the most concrete demonstration possible a knowledge of how real election machinery works. One objection is very pointedly stated in the replies on one of our questionnaires:

Question: Do you have a semi-political organization such as school city with mayor, elections, etc.? Is it an effective form of organization? Tell why.

Answer: This form of organization is artificial. The type of organization should fit the needs of the group. The machinery of a city government should not be imposed on a school. A school organization should be a matter of growth according to the needs of the group.

Yet the plan seems to work excellently at Brownell Junior High School. The assistant principal lays stress not only on the excellent training for American citizenship given, and the careful study of American governmental methods to which the school organization incites, but also on the fact that the political platforms framed and argued, being based on school conditions and possible school reforms, "give the whole student body a personal interest in the methods best adapted to make Brownell a better school."^{*}

Grade congresses, house of representatives, city plan. The eleventh junior high school is, in some respects, a combination of the ninth and the tenth plans that have been presented. All home-rooms are organized. Representatives of home-rooms form class congresses and representatives of the three class congresses form the house of representatives. With an executive committee composed of the seventh, eighth, and ninth grade teacher-directors, the house of representatives carries on its work through five departments: school health, school safety, social relations, school finance, information service. In addition to the advisers, each of the five departments has a director and a deputy director. The department of school health has, as advisers, the heads of medical inspection and of the physical training department. School safety has the heads of general science, industrial arts, and domestic arts

^{*} *Social Guidance in the Cleveland High Schools*, pp. 47-48. December, 1924.

departments. Social relations has the heads of social science, music, and guidance departments. School finance has the heads of mathematics and commercial departments. Information service has the heads of English, fine arts, printing, and library departments. The work of these five departments is carried on by a series of committees. For example, school health has ten committees: boys' athletic activities, girls' athletic activities, inspection of school building, inspection of school grounds, athletic apparatus, waste paper, school athletic association, swimming and rowing, track teams, and improvement of school grounds.

School safety has a series of committees including corridor, grounds, and street patrols, school ushers, bicycle and lunch-room squads, and the fire brigade. Likewise, the other three departments have a series of committees. The whole extra-curricular life of the school is supervised by an executive committee, composed of the assistant principal, the counselor of boys and the counselor of girls. This is a plan that was held in mind when the school was started. In its development it may undergo many changes, probably in the direction of simplification.

The council must grow out of the life of the school. A council does not stand transplanting, but it can be grown, and, in the experience of the junior high school, the home-room is the place to begin cultivation. It is possible that many senior high schools have something to learn on this point from junior high schools. In the opinion of the writer, the council made up of one or two home-room representatives, in its directness and in its simple machinery, is an especially good type of council. Affairs to be taken up in council should be discussed in home-rooms both before and after council action. In many cases, council recommendations, after discussion in home-rooms, should be

voted on by the whole school. Probably the greatest difficulty in council work is, on the one hand, that the council may fail to lead public opinion and, on the other, that the council sometimes may get too far ahead of public opinion. The formation of public opinion in home-rooms, in clubs, in the assembly, and in the school publications is one of the main privileges of a student council. One of the main duties of a teacher-adviser of a junior high school council is to enable the council to plan further in advance, to conduct an educational campaign before any direct action is necessary. A student council is not primarily a disciplinary body. The first business of the council, composed of home-room representatives and teacher-advisers, is to share in planning for the organization and guidance of the extra-curricular activities of the school.

Councils in junior high schools. So far as the data presented here are representative of current practice, junior high school councils are, as a rule, composed of elected home-room representatives and teachers appointed by the principal. As a variation some councils have an executive committee composed of pupils elected by the council and one or more teachers appointed by the principal. A second general type, but not so often found, is composed of a lower house and an upper house elected by the lower. The practice, found so often in senior high schools of having a lower house elected by home-rooms and an upper house elected by classes, does not prevail to the same extent in junior high schools. There is a third type of council composed of the representatives of a series of all-school councils, and a fourth type modeled after outside political organizations. This type may, or may not, be an outgrowth of the plan advocated many years ago by Mr. Wilson L. Gill. The trend of student council organizations in junior high schools is toward a "one-house" council composed of

home-room representatives. This council is coming to be chartered by the principal, and in the eleven cases presented here, he has veto power. In comparison with senior high schools, junior high schools place a greater emphasis on regulating the behavior of pupils. However, most of the councils that have been discussed plan for the whole extra-curricular life of the school. In the lowest form of council found, but not discussed here, the "council," in the words of one philosophic critic, seems to be "a modern spanking machine cranked by the principal." This type is a vanishing exception.

To accomplish the educational objectives set forth in the discussion of home-rooms in Chapter II, junior high schools are usually organized on the home-room basis. In a school organized on the home-room plan the simplest form of council is one composed of home-room representatives. The representative of a home-room to the council is really a two-way ambassador. Through him the ideas of the home-room can flow to the council and likewise through him ideas of the council can pass to the home-room. The simplicity and directness of the home-room representative type of council probably explains why the trend in junior high schools is toward this type. It really is the simplest, most direct form of representative government.

In developing a council in either the junior or in the senior high school, the place to begin is in the home-room. The ability to participate in government intelligently, and to assume the responsibility of such participation, has to grow. To learn how to participate in government is vastly different from learning about participating in government. To learn how to participate requires practice. It is this practice that can result in real growth in the young citizen. The home-room plan furnishes a favorable opportunity for each small group in the school to practice successfully in

participating in its own government. As a result of the abilities developed and the ways of procedure learned in the home-room, pupils, if wisely guided, may be able to pass from the simple, direct, town-meeting type of democracy of the home-room to the representative form of government as expressed in the council. In both theory and experience it seems wise to begin with the home-room, and after the home-room is working reasonably well to undertake the development of a council. The home-room and the council can help a school to run effectively. However, the home-room and the council are not ends in themselves. They are rather means the school uses to help its pupil-citizens become increasingly self-directive.

QUESTIONS

1. Specifically, what progress has been made in the development of extra-curricular activities in junior high schools? Cite the evidence for your answer.
2. In what respects do the first group of authors mentioned in the first paragraph of this chapter agree among themselves as to the place of pupil participation in government in the junior high school?
3. In what respects do the second group of authors mentioned in the first paragraph find the same kinds of activities that you have found?
4. Is the work of the student council in the junior high school fundamentally educative? Is not the matter of getting desirable things done of first importance? What are the reasons for your answers?
5. What types of councils, other than those presented in this chapter, do you know, or know about?
6. What are the strong and weak points in the plan of the councils you know, or know about? What is the standard in your own mind that enables you to evaluate these councils?
7. Is it, as a rule, possible to transfer the plan of a well-developed council in one school to a junior high school that is just being organized? — to a junior high school that has been in existence

several years and that has a poor council, or none at all? If you cannot give an unqualified answer, state in what respect the transfer can or cannot be made?

8. Describe a particular junior high school that you know well and outline the council you would try to develop if you were principal.
9. What are the successive steps that you would take as the principal in developing the council you have in mind?

CHAPTER VI

HOW ONE JUNIOR HIGH SCHOOL GREW A STUDENT COUNCIL *

Guiding theses. In the beginning of the Speyer Junior High School in February, 1916, the whole work of the school was based on two theses. The first of these theses was: The first duty of the school is to teach young people to perform better those desirable activities that they are likely to perform anyway. The second thesis was: Another duty of the school is to reveal higher types of activity and to make these both desired, and, to an extent, possible. These theses having been accepted, the question naturally arose, How can the recreational activities of the school be organized and directed?

This junior high school of two hundred boys was organized as a free public school under the administrative direction of the New York City public schools, but under the educational direction of Teachers College. Professor Thomas H. Briggs as educational adviser made possible this experiment in recreational leadership. Mr. Abraham Rosenthal as physical director of the school devised the means for attaining the ends in the recreational activities desired by the educational adviser, and carried out the experiment. The writer assisted both the educational adviser and the physical director in organizing and developing their work.

The first question that arose in organizing the recreation under the theses laid down was, How could these recrea-

* This account of the growth of a council was published in *The Teachers College Record*, September, 1919, under the title, "Education for Leadership." It is included here, not as an ideal, but as an illustration of the way one council grew.

tional activities be so directed that they would enable the boys to perform better and have more fun out of those games, sports, and general extra-classroom activities which they were going to have anyway, and, at the same time, how could the whole scheme of recreation provide opportunity for developing initiative, coöperation, responsibility, and intelligent obedience? The question involved in the second thesis that was accepted demanded that these boys in their recreational activities should desire and successfully explore higher types of activity. Having in mind, then, the two theses on which the work of the whole school was based, the problem of this article is to tell what happened in the attempt to put these theses into operation in the recreational work.

The director and the boys. The aim of the director and that of the boys was by no means always the same. The aim on the part of the director was sound character and good citizenship, with health as a by-product; the aim on the part of the boys was fun and more fun. The director aimed to train the boys to perform better those desirable activities which they were going to perform anyhow, and at the same time to lead them to explore new fields of sport, new fields of coöperative effort, and new interests in themselves. The boys were untroubled by any philosophy. The director has said: "I did not see any reason for not having the gymnasium as an annex to the street. From my own experience of having lived and played in the city all my boy-life, I knew, and the boys knew, that most of the fun of having real good, hard games comes on the street after school with the gang in the block. One or two of the fellows, usually the 'choosers,' acted as leaders and, as long as nobody interfered and the ball lasted and the policeman kept away, we had a wonderful time. This was proof to me that boys could organize themselves. To get

started in the gymnasium, all that was needed was the spirit of the street. The first day I had to lend a basketball and an indoor baseball set. The boys began to learn better those games they already knew, and I taught them some new ones. Equipment was necessary. By organizing an athletic association with dues of twenty cents a semester, the two hundred boys, by clubbing together, could get forty dollars' worth of material. This was really the same money that they usually spent in getting a ball or mitt or other athletic equipment for the street. The big thing, in fact the entire success in making the gymnasium a part of the street, depended upon coöperation of the boys."

It was, then, the work of the director, as he himself pointed out, to help the boys play better those games they already knew, play better games, organize better clubs, choose better leaders, and through these games and leaders to form more desirable physical, social, moral, and mental habits. To talk to the boys about being good was a waste of energy; to talk to them about doing good was a different story. The business of the director was to help them improve their wants by helping them to satisfy the worthwhile wants they already had. These boys wanted to play more skillfully; they wanted to learn new games. The real teaching problem was to further these ends by means of increased coöperation between individuals — between boy and boy, between boy and teacher.

The first step — leaders. The first step was to secure leaders — not bullies, but real leaders. The teachers in many of the rooms had appointed class presidents, but these were often not acceptable leaders to the boys in the gymnasium periods. During the hour period, which came twice a week in the gymnasium for each class of about twenty-five boys, and in the afternoons from three to five,

the boys demanded leaders who could lead. If the leaders failed, everybody had a dull time. The boys in each class were asked, therefore, to elect leaders whom they would respect, whom they at all times would be willing to obey, and to whom they would give the right to mark them in their gymnasium periods for the month. They were told that the leaders would meet every week, and to a large extent determine the program of work for the following week in the gymnasium and have full charge in carrying out this work. It was promised that at the end of the term five leaders, whom the leaders from the entire school thought had done the most for the school by performing their duties best, should be awarded Speyer sweaters — a white sweater with a green "S."

The second step — athletic association. The second step was the formation of the athletic association, the "AA," as the boys called it. The leaders and the physical director decided that any boy in school could become a member by paying the dues, twenty cents a semester. Any boy who could not pay the twenty cents was asked to see the director privately and talk the matter over. If it was necessary, this might mean a lowering of the dues for this boy, but no one except the director knew it. However, no boy was admitted who did not pay as much as two cents. The "AA" was launched with enthusiasm. Within two weeks four rooms, about twenty-five boys to a room, had one hundred per cent membership. It was decided to start the indoor baseball tournament immediately. All classes that did not have eighty per cent of their members in the "AA" were barred. The result was that all classes had at least eighty per cent membership. Within a month, ninety-two per cent of all the boys in the school belonged to the "AA."

The third step — leaders' club. The responsibility that

rested on the leaders made them seek help from the director, from other boys, and especially from the other leaders. This feeling of a need for help expressed itself in the organization of a leaders' club.

The first step had been made in securing leaders: the second in organizing an athletic association; this leaders' club was really the third big step. The first week the leaders were elected, they met to decide on the next week's program for the gymnasium periods. At this meeting they were comparatively helpless and had to depend almost entirely on the director. He explored the range of possible activities for them, and the program that was made up was really the result of the choice of the leaders. As the weeks went by, the responsibility for direction was gradually assumed by the boys. Within two months after the initial meeting, the boys were ready for their fourth step. Guided of course by the director, they drew up a constitution. With all its virtues and imperfections, here is a copy of the original document.

ART. I. NAME. This organization shall be known as the "Leaders' Club of Speyer School."

ART. II. OBJECT. The object of this club shall be to promote a spirit of coöperation between individual and individual; individual and class; individual and school; all of which leads to the coöperation of every student for the highest ideals in scholarship, athletics, and social activities for Speyer School.

ART. III. Any student of the Speyer School in good standing is eligible for membership in the Leaders' Club in the following ways:

- a. As one of the two leaders elected by the members of his class at the beginning of each semester.
- b. By proposal in writing by five members of the Leaders' Club, two of whom shall be from his own class, and by receiving a majority vote of the members present at any regular meeting.
- c. By proposal in writing by two regular members of the faculty of Speyer School and by receiving a majority vote of the members present at any regular meeting.

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ART. IV. The officers of the Leaders' Club shall be: President, Vice-President, Treasurer, and Secretary. They shall be elected every six months by a majority vote of the newly installed leaders.

ART. V.

Sec. 1. The President shall preside at all meetings of the Club.

Sec. 2. The Vice-President shall preside in the absence of or at the request of the President.

Sec. 3. The Secretary shall keep a record of the minutes of the meetings of the club and conduct all correspondence.

Sec. 4. The Treasurer shall keep a record of all moneys received, which shall include that of the Athletic Association and all other funds under supervision of the Leaders' Club. A member of the faculty designated by the Leaders shall have charge of the money received, and he shall account to the Leaders at the end of each month for all money received, spent and on hand, and pay only such sums as shall be authorized by the club and upon order signed by the President and Secretary.

ART. VI. There shall be no standing committees. All committees shall be either appointed by the President or elected by the club.

ART. VII.

Sec. 1. The club shall hold its regular meeting at 3 P.M. every Friday afternoon during the regular school year, excepting when a holiday interferes.

Sec. 2. Special meetings may be called by the President at the written request of five members of the club or by two members of the faculty.

ART. VIII. Twelve members shall constitute a quorum at all meetings.

ART. IX. The order of exercises shall be as follows:

Call to order; roll-call; reading of minutes; Treasurer's report, last Friday of every month; report of committees; unfinished business; new business; "Good and Welfare"; adjournment.

ART. X.

Sec. 1. Any member of the Leaders' Club may be forced to resign by (1) three members of the faculty, (2) a member of the faculty with the majority vote of the leaders present at any regular meeting, (3) a petition signed by three fourths of the members of his class or by the adverse vote of three fourths of the members of the club.

Sec. 2. Ungentlemanly conduct, lack of leadership, or absence

from four consecutive meetings shall be considered just cause for a request on the part of the faculty or Leaders' Club that any member resign.

The trial of a "dictator." The Leaders' Club was a serious affair. Seemingly, in the boys' imagination, it was but a short step from membership in the Leaders' Club to the presidency of the United States. The boys were eager to assume the responsibilities of leadership, but these responsibilities sobered them. All the troubles of a little democracy were here. One peculiarly able leader was tried on the charge of attempting to become a dictator. One of the details of this trial may make clear some of the struggles of these boys in defining leadership. A. B., physically of diminutive size, had been leader of his class for two consecutive terms. He was known as a capable public speaker and leader. At all times he was known to be very severe, depriving his class of games at the least sign of lack of coöperation; yet everybody admired him. His popularity with both teachers and pupils increased, for he showed a great deal of common-sense and initiative in the many projects for the good of the school. During the last half of the second semester, however, some of his classmates thought he was developing symptoms of "swell-headedness." He seemed too busy to talk to anybody; he did not prize the opinions of some other class leaders. The next term he was not elected as one of the leaders of his class; in fact, he was defeated by a heavy majority. Very much downcast, he felt that his class had not appreciated his past record, his fine work for the school paper, Liberty Loan, Red Cross, and monitor staff. The physical director suggested that it would be a much better plan for him to make his classmates his confidants whenever possible, spend as much time as feasible in their company, and endeavor, by his actions as a member of the class, to show

that just the same he was working as hard as ever for the good of the school. It was pointed out that there would be a possibility of his being elected to the Leaders' Club by his presenting an application endorsed by two members of the faculty and five leaders. Outside of his own class he was still greatly admired. Upon presenting his application the following week, he was easily elected to the club. Meanwhile, his class firmly opposed and protested that he was being forced upon them as a leader. During the next two months there was constant dissatisfaction by a rapidly growing group in the class against him as a leader. The main contentions were that, first, he was not elected by the class; second, he was "swell-headed"; and, third, that he was altogether too autocratic and should not be included as a leader during "gym" periods.

He aroused the antagonism of practically the entire class one day when he gave the class almost a complete half-hour of march drill, as a result of slight inattention. At the next weekly leaders' meeting, a petition was presented to the Leaders' Club, requesting that Leader A. B. of Class C2 be compelled to resign. Leader A. B. was called upon to defend himself. As the class had appointed a committee of five to present the petition and answer all questions, quite a representative body was present to bring back a report of A. B.'s defense. This speech of defense is memorable. "Fellows," he started in, "I know I am a member of the Leaders' Club against the wishes of my classmates, but my class is not the entire school. Whatever I have done has been for the good of the class. I did not work directly for myself or my class, but all my efforts as a member of the Leaders' Club were for the good of the school. As a monitor, as an editor of the *Odz-an-Endz*, as a leader in the Liberty Loan and Red Cross drives, all my energies were devoted toward having Speyer School

achieve the highest records. Indirectly, the class and every fellow in the school were benefited. My task in the 'gym' comes as a part of every leader's duties, and you fellows know that I have tried to do my level best, always keeping in mind that it was for the good of Speyer as a whole. Whatever improvement is made in each fellow, results in a better class and a better school. Therefore, in casting your vote, you will decide whether each leader is to consider the good of the school first, then his class, and, lastly, himself; or first himself, then his friends, then his class, and, finally, the school. I will admit I perhaps neglected my classmates and as a result, as they expressed it, may have shown signs of 'swell-headedness'; but I have learned my lesson."

Quite a heated discussion followed upon the theory of the school leader as set forth by A. B. Those in defense of A. B. contended that every leader must consider himself a leader for the school; that each leader must make every action be for the credit of Speyer; that a leader elected by the Leaders' Club assumes all the powers and shoulders all the duties and responsibilities of the Speyer School leader. The committee of his class finally narrowed their argument down to the unfitness of A. B. as a leader in so far as he had become too "swell-headed" and "stuck-up." This committee could not see how A. B. was working for the school, for they considered that, while his actions were for the good of the school, he was too dictatorial. A motion to the effect that Leader A. B. of C2 be placed on parole for one month was made, seconded, and carried. A. B. had been educated in one phase of practical leadership; and the Leaders' Club and class committee were convinced that there was only one type of leader that was worth while; this type was the School Leader.

Setting the pattern. The sadness, fights, and heartaches

that came with leadership were unending, yet the sense of responsibility grew. When the Leaders' Club was six months old, the following list of "Aims" and "Accomplishments" appeared on the bulletin board.

THE LEADERS' AIMS

1. To seek the maximum coöperation of every individual in all worthy movements instituted in the Speyer School, tending toward the highest ideals in scholarship-hygienic living, gentlemanly conduct, and friendship.
2. To give everybody a fair and square deal.
3. To stand as an example for the rest of the student body in all matters of fair play, clean sportsmanship, conduct befitting a gentleman, and the use of common sense and clear reasoning.

WHAT THE LEADERS HAVE ACCOMPLISHED

(Taken from minutes of Leaders' Club)

OFFICERS

President: A. Forster; Secretary: S. Levine;
Treasurer: A. Rosenthal.

1. Forming of Athletic Association with a full-paid-up membership of two hundred students.
2. Conducting and instituting rules for the Indoor Baseball and Basketball Tournaments; the former won by B1, the latter at present being conducted according to schedule.
3. Passing resolutions to the effect:
 - a. That all boys be required to wear rubber-soled and heeled shoes or slippers in the gymnasium at all times.
 - b. That the lockers and shower-baths be put under the direct supervision of leaders appointed by the Leaders' Club.
 - c. That a window fund be established to pay for all breakage occurring to private property as a direct result of play during school hours.
 - d. All boys having two or more "D's" on their report cards be barred from playing on either the class or school teams for the month following their receiving the two "D's."

Three things seem to stand out in the work of the Lead-

ers' Club: coöperation, group responsibility, and the necessity of "setting the pattern" for the other boys. The boys found in their athletic equipment and in their games and tournaments that coöperation paid. When fifteen cents was taken out of the window fund to pay for a window through which a boy had batted a ball, it meant fifteen cents less athletic equipment for the group. The result was that every broken window was paid for, but breaking a window became socially a "high crime and a misdemeanor."

"Setting the pattern" troubled the boys greatly. What should a leader do? The vagueness of their thinking troubled them. There were endless discussions. They asked: "Shouldn't a leader have any fun?" "Should a leader be a little tin saint?" Here was a need of finding a new kind of fun. Finally, in one mighty coöperative burst the "Leader, Ask Yourself" sheet was evolved by this little troubled group of leaders. Here is the questionnaire just as it was set down:

SPEYER SCHOOL

94 Lawrence Street
New York City

LEADER — Ask Yourself

1. Do I know exactly what I want my class to do at each moment when I am in charge?
2. Is my class organized so that each boy is responsible for some particular thing in each activity?
3. In what ways is Speyer better because I am here? Because my class is here?
4. Do I set the pattern for my class?
 - a. Am I obedient?
 - b. Do I do my work a little better than I am required to do it?
 - c. Do I always play fair?
 - d. Do I ever nurse a grudge?
 - e. Do I threaten the fellows?

- f.* Do I help the one who tries and fails?
- g.* Do I try to help all the others, even the most successful ones, to improve on their own records?
- h.* Do I keep my mouth shut when some one else is speaking?
- 5. Can my class manage its own affairs in an orderly manner without help of some older person?
- 6. In exactly what ways is my class coöperating with other classes to maintain and improve school spirit?
- 7. Am I a leader?

In this "Ask Yourself" sheet definite ends to be attained were set down. There was no more argument for the time being about the worth of these ends. It was taken for granted that a class should manage its own affairs in an orderly manner, and it was the business of the leaders to see that this was done. A leader had certain particular things to do in order to set the pattern for his class. He might think of other ends, but for these definite ends he must strive. He had the encouragement and kicks of his constituency to see that he made good. The class that had weak leaders was sure to be soundly licked in every contest, whether it be the basketball tournament or in the numbers of A's received in the academic work for the month. The boys knew that if their leader did not keep his mouth shut at the right time he was not, for the moment at least, a real leader. The leader had a standard by which to test himself. The formulation of the ends to be sought gave direction to the approval and disapproval of his fellows. These twelve- and thirteen-year-old boys were not especially restrained in expressing their approval and disapproval.

Expressing the spirit. This expressed approval and disapproval, this effort of the leaders to be real leaders, had behind it something intangible, something bigger than could be expressed in any words the boys could command. In talking of this, Mr. Rosenthal said: "Without doubt all

the things accomplished would have failed if the spirit behind these accomplishments had not been right. I felt that this spirit in the boys to which I appealed stood for everything that was fine, something ideal, something that transcended all our good deeds, yet something that could be expressed only in the doing." The boys struggled for some expression of what they came to call "the Speyer Spirit." Editorials in the school paper *Odz-an-Endz* tried to set it down in words. The boys in expressing disapproval of an action said, "A Speyer boy would not do that." "More than once," said the director, "the boys have asked me, 'Just what do you mean by spirit?' It was hard for me to make a clear reply. When I did try to define it, I found I was to a very great extent, giving what is contained in the oath and laws of the Boy Scouts of America. In my work as a Scoutmaster and in my experience as director of boys' work in an East Side Settlement, I found myself substituting the word *law* for *spirit*." By such steps as these the boys and the director, in their effort to formulate the Speyer spirit, modified the scout law somewhat and called it "The Speyer Creed." Here is "The Creed" as the boys and the director formulated it:

SPEYER SCHOOL

94 Lawrence Street
New York City

THE SPEYER CREED

(Adapted from the Laws of the Boy Scouts of America)

1. A Speyer boy is Trustworthy.

His honor is to be trusted. If he were to violate his honor by telling a lie, or by cheating, or by not doing exactly a given task, when trusted on his honor, he is not a real Speyer boy.

2. A Speyer boy is Loyal.

He is loyal to all whom loyalty is due — his teacher, his home, his parents, his country.

3. A Speyer boy is Helpful.

He is ready to help persons in need at any time, to share the duties of home and school. He does one good turn to somebody every day.

4. A Speyer boy is Friendly.

He is a friend to all and a brother to every other Speyer boy.

5. A Speyer boy is Courteous.

He is polite to all, especially to women, children, old people, and the weak and helpless.

6. A Speyer boy is Respectful.

He respects and obeys his parents, teachers, leaders, and other duly constituted authorities. He respects the convictions of others in matters of custom and religion.

7. A Speyer boy is Cheerful.

He smiles whenever he can. His obedience to orders is prompt and cheerful. The harder the task the gladder his heart.

8. A Speyer boy is Thrifty.

He does not destroy property. He works faithfully, wastes nothing, and makes the best use of his opportunities. He saves his money so that he may pay his own way, be generous to those in need, and helpful to worthy objects.

9. A Speyer boy is Brave.

He has the courage to face danger in spite of fear, and to stand up for what is right against the coaxings of friends or the jeers or threats of his opponents, and defeat does not down him.

10. A Speyer boy is Clean.

He keeps clean in body and thought, stands for clean speech, clean sport, clean habits, and travels with a clean crowd.

When the "Creed" sheets were distributed to all the boys, it seemed to some of them too ideal. One boy exclaimed: "Gee! we'd be angels if we were all that." The director says: "I told them the Creed was an ideal that would exist as long as the real Speyer spirit was alive, that Speyer demanded that a boy be trustworthy, loyal, helpful, and, since every boy was aiming to be a real Speyer boy, he was aiming to live just these qualities set forth in the Creed. I pointed out, too, that he might not attain all these qualities until he got his angel-wings, but just the

same these were the qualities that a real Speyer boy aimed at." Here, then, for these boys was the spirit in so far as it could be captured and set down. Here was a code of honor, a creed, a philosophy of life; but to the boys it was a series of qualities a boy had to have to be a real Speyer boy.

The greatest earthly ambition and a check-up system. Some scheme had to be invented to help the boys check up on their actions to see if they were living "The Creed." Probably the greatest earthly ambition of these boys was to win the right to wear the Speyer "S." It has been pointed out that the boys elected leaders who were given the right to mark the others for the month in their gymnasium work. The leaders wanted to know just what was demanded of them. This demand was met by the following set of instructions formulated almost entirely by the director but accepted by the leaders and all the other boys. This "Notice" was mimeographed and given to every boy:

SPEYER SCHOOL

94 Lawrence Street
New York City

NOTICE

Below are the instructions given to the leaders of your class for marking in Physical Training. Note the references to the "Speyer Creed" and the number of points for the Speyer "S."

TO THE LEADERS

1. Remember you are marking factors that cannot be easily measured; therefore the greater necessity of using your best judgment. Profit by the advice of your parents, teachers, and older friends.

2. Recognize that fine physique, athletic ability, and mischievousness do not necessarily accompany qualities like courage, self-control, ability to think quickly and accurately in a crisis.

3. Marks are to be divided into five grades: A = excellent: B = good: C = average: D = poor: E = bad.

4. Speak privately to those individuals in your class whom you expect to mark "C" or lower in any quality, to ascertain whether they have any just grounds for expecting higher marks. When you have assigned a mark, please see the director before making any change.

SELF-CONTROL

Watch for:

1. Ability and willingness to obey orders.
2. Signs of being easily aroused to anger.
3. Performing of command exercises too slow or too fast.

10 points.

FAIR PLAY

Look for, expect and demand generous actions, fair play, real manliness.

Discourage:

1. Selfishness — constantly arguing in games as to time at bat, getting the ball, or being overlooked.
2. Tendency to evade the rules of the games and trying to gain an unfair advantage.
3. Lack of honor — creating disorder when the teacher's back is turned or when he is otherwise occupied.
4. Marking or defacing wall, boards, etc. Is he Trustworthy? See "The Speyer Creed."

10 points.

SOCIABILITY

Watch for:

1. Willingness to cooperate with teacher, leader, or classmate to further any movement which tends toward the betterment of the mental, moral, or physical standards of Speyer School.
2. Readiness to give smaller or weaker fellows a chance.
3. Cheerfulness, Obedience.
4. Is he Loyal? Friendly? Cheerful? See "The Speyer Creed."

15 points.

ABILITY TO ACT IN A CRISIS

Observe:

1. How pupil acts when faced with a difficult situation in any game.

150 EXTRA-CURRICULAR ACTIVITIES

2. How he acts when a stranger enters the room, or when the teacher is forced to leave the room.

3. Whether he uses his intellect in playing games like dodge-ball, prisoner's base, or just runs along with the crowd. Is he Trust-worthy? See "The Speyer Creed."

15 points.

COURAGE

Watch for:

1. Any weakness or readiness to give up entirely when faced by a blustering, loud-mouthed opponent.

2. The spirit of sticking to the end of a game without giving up hope.

3. Willingness to test strength or ability with anybody regardless of strength, size, reputation, etc.

4. Ability to speak straightforwardly when questioned regarding any past actions. Is he Brave? Loyal? See "The Speyer Creed."

10 points.

CLEAN-MINDEDNESS

1. Does your classmate express himself properly at all times?

2. Does he make any remarks that denote low morals?

3. Has he been known to write indecent poems, or carry about objectionable pictures?

4. Does he insist that those who go with him be a clean crowd? Is he Clean? See "The Speyer Creed."

10 points.

POSTURE

Note whether:

1. Chest is high.

2. Chin is in.

3. Shoulders are well back.

4. There is a tendency to slouch; e. g., standing with one knee bent, constantly leaning against objects, sliding down in seat.

10 points.

The reader has doubtless noticed that the leaders were to "look for, expect, and demand generous action, fair play, and real manliness." The plan was to have the emphasis

placed on the positive side, to keep the boys busy forming right habits. When a new class came in, the director spent two or three minutes at the beginning of each period commending the class or individual boys who had shown special self-control or coöperative spirit or some other quality that leaders were to watch for. If necessary a lack of these qualities was pointed out with vigor. This was an attempt on the part of the director to determine what qualities should be approved, what passed without comment and what condemned. The boys wanted the approval of their leaders and of the director. It was by having the boys practice these desirable traits with satisfying public approval that the director and the leaders hoped to form right habits in the boys.

Visible recognition of success in living. At the end of all the work stood the Speyer "S" and a graded series of lesser insignia. These insignia served as visible recognition that the winner had met with a fair degree of success in living "The Creed." The requirements for the "S" were clear and definite. Every boy had a copy of the "Requirements."

REQUIREMENTS FOR THE SPEYER "S"

PHYSICAL EFFICIENCY

	POINTS
1. Making one or more of the class teams.....	10
2. Making one or more of the school teams.....	15
3. Doing ten practical exercises in perfect form with ease.....	20
4. The correction within six months or marked improvement of any physical handicaps relating to eyes, nose, skin, throat, feet, etc.....	10
5. Demonstrating a knowledge of at least five offensive and defensive movements in wrestling and boxing, respectively.....	10
6. Appearing at least twice a week at recreation periods regularly for a period of four months every term.....	15
7. Retaining perfect posture while standing, sitting, or performing any exercises for a period of six months and receiving a mark of not less than 80 from the leaders.....	10

8. Bringing evidence from parents or guardians that immediately upon arising in the morning a cold shower, wet cloth rub or air bath with deep breathing exercise is practiced 15
9. Presenting evidence of having attended group hikes, covering from 50 to 100 miles, or attending a gymnasium or other playground regularly two times a week for five consecutive months 20

SOCIAL EFFICIENCY

1. Being a member of one or more clubs with a record of attendance for the term of fifteen meetings for each term 10
2. Acting efficiently as an official in any club for an entire term or doing some conspicuously meritorious work 10
3. Getting a mark of 80 or over in sociability from the leader . . . 15
4. Knowing the first and last names and speaking more than once to fifty pupils in Speyer School outside of those in his own class 15
5. Convincingly proving that he has helped at one time or another at least five different schoolmates in their studies, habits, or athletics 20
6. Work done with any single individual resulting in marked physical, mental or moral improvement 5-20
7. Being especially helpful in any way to a teacher for a period of not less than four weeks 20
8. Being the prime mover in the organization of a group leading toward higher ideals mentally, morally, socially, or physically in one or more special fields 25

MENTAL EFFICIENCY

1. Having a record of no "D's" in any subject (unless just cause can be given) for a period of four months 25
2. Receiving from the leader a mark averaging not less than 80 for four consecutive months in "ability to act in a crisis" 15
3. Reading at least sixty per cent of the books listed and being able to answer correctly questions as to the contents 40
4. Submitting an original set of five educational exercises to be practiced at home 15
5. Submitting in writing at least five practical ways in which he thinks the course in Physical Education and Hygiene can be made more interesting or better in any way as regards Hygiene Lectures, Athletic Drills, Clogs and Dance Steps, Games, Recreation Periods, Tournaments, Leadership, Order and Apparatus Work 25
6. Composing a school song or cheer which is adopted by the school 20

MORAL EFFICIENCY

1. Receiving from the leader a mark averaging not less than 80 in "fair play" and "self-control," respectively, for the term . . . 20
2. Receiving from the leader a mark averaging not less than 80 in "courage" and "clean-mindedness," respectively, for the term 20
3. Bringing absolutely convincing proof endorsed by parents and teachers showing a gain of five good habits regularly practiced for at least four months. 20
4. Showing evidence whereby he helped arouse the opinion of the class against an individual or a group of individuals who by actions or words tended toward the setting-up of bad practices. 20
5. Writing a digest of not less than 100 words as to what his idea is as to the make-up and practices of a courageous, fair and square self-controlled and clean young man, keeping in mind the two-minute talks during the gymnasium periods and what he has read. 30

GENERAL REQUIREMENT

1. In order to gain the "S," students must work toward a total of 380 points.
2. The above points are divided into two divisions, the required and the optional.
3. The required number of points is 280, consisting of at least 70 points in each division, as: 70 points in physical, 70 points in social, 70 points in moral, and 70 points in mental.
4. The optional 100 points remaining may be gained without reserve under any of the other divisions.
5. To those students gaining a total of 380 points, the Speyer sweater will be awarded.

NOTE

1. A month before the end of the term, the Board of Judges, consisting of three members of the faculty and three representatives of the student-body, will meet for as long a time as will be deemed necessary to decide as to what students have met the standards in their endeavors to pass the requirements.
2. Every student must hold himself ready to appear before the Board when notified.
3. All written material necessary in meeting the various requirements, or presented in any way for evidence, must be plainly written, on one side of sheets of the same size all securely fastened together.

4. For every requirement a new sheet must be had, having the applicant's name, class, the general heading of the requirements, and the number of the requirement he is endeavoring to meet. Example:

John Smith	Class D2
Social Efficiency	Requirements 5

The requirement that out of a total of 380 points necessary to win the Speyer "S," 70 points must be won in each of four divisions — physical, social, mental, moral — called for the development of the all-round boy. The 100 optional points made provisions for individual differences. When one had gained the 380 points, there was a formal presentation of the "S" before the whole school. In later years great honors may be won by these wearers of the Speyer "S," but probably never again will there be such whole-hearted cheering, such flashing eyes, such a look of high resolve, as when, on the morning of the presentation, the winner of the "S" marched down the aisle and received from the representative of the whole school this insignia. Here was recognition that he had stood successfully for the ideals of Speyer.

The drive inside the boy. While the number of points necessary for winning the Speyer "S" remained fixed the requirements could be easily extended so as to focus public approval on desirable new activities. Thus on our entering the war the Leaders' Club felt that war work should be recognized and encouraged. This feeling on the part of the leaders resulted in their issuing the "Real American Extension" of the possible ways of winning the Speyer "S."

These boys led the whole of the great city of New York in the public school contest for the greatest per capita sale of War Savings Stamps. One newsboy bought and paid for two fifty-dollar Liberty Bonds out of his savings from the

sale of papers. Regular Liberty Bond teams, composed of speakers and salesmen, organized and rehearsed in English classes, campaigned successfully in the streets selling Liberty Bonds.

It was a part of their creed to be of service. It was through performing activities worth while in themselves, through service, through games, through sports, and through taking part in club and class affairs, that these boys became so absorbed that they wanted to be helpful, loyal, trustworthy. The boy's own interests and public approval directed him. When there was a rivalry between these two, public opinion, stimulated by the Leaders' Club, usually won. (It should never be forgotten, however, that while the Leaders' Club ran their own affairs they had a continuous source of inspiration in the physical director, Mr. Rosenthal. Part of the director's success was due to his getting the right mixture of boy-initiative and teacher-direction.)

There is, however, a side to the life of the school boy besides that of recreation in which the character-building process goes on. Mental and moral habits are formed during study hours as well as during playtime. The spirit that has been developed on the playground can be a part of the boy every minute of the day, in the classroom, on the street, in the home. In the requirements for the Speyer "S," there is, as has been seen, an attempt to place emphasis on worth-while activities other than purely athletic achievements.

The council arrives. Many interests of the boys expressed themselves in clubs. A great number of these had grown up in the school. There was the Reading Club, the Latin Club, the Mathematics Club, the Science Club, the Editors' Club, the Wrestling, Boxing, and Tumbling Clubs, the Bicycle Club, the Shop Squad, and many others.

Some faculty member was the adviser of each of these clubs, but the Leaders' Club thought there should be one organization that included all of these organizations. Thus during the second semester of the school, that is, in the autumn of 1917, the Leaders' Club presented the plan of a General Organization, the "G.O.," as it was called, that should take the place of the "A.A." The plan was adopted by the school. Ninety-five per cent of all the pupils joined the "G.O." and paid dues — twenty cents a semester. No one was kept out who really wanted to join and paid as much as two cents. However, nearly every boy found a way to pay the full amount. All clubs were invited to send delegates to the Leaders' Club at the beginning of each semester. These delegates were to show why their club should exist and to present the budget of their respective clubs. Thus the "G.O.," headed by the Leaders' Club, came to embrace the whole school.

Evaluation. As a result of helping, studying, and following the experiment, certain conclusions are definite. There was opportunity for initiative and leadership. The individual boy found his place by his ability to serve his fellows. They improved their wants and their means of satisfying these wants. The positive side of character training was emphasized with as few negations as possible. The boys discovered new interests in their lives and new abilities in themselves. The details of the whole scheme were constantly developing and, like the membership of the Leaders' Club, constantly changing. Their actions indicated that they came more and more to recognize personal and group duties and responsibilities as well as privileges. This work, centered in the gymnasium, affected the classrooms, in method, in subject-matter and in discipline. It revolutionized the Assemblies. This spirit, starting in the gymnasium and aided by some of the class-

room teachers, captured the school. From the endless complexity of races, nationalities, languages and religions, from the varying degrees of poverty, near-poverty and comfort, there developed a spirit of respect and coöperation. They respected each other's ancestry, religion, social views, and home life, and expressed this respect in a fair degree of real courtesy. They learned team work — how to coöperate. They carried on. The large group that went to De Witt Clinton after their two years at Speyer went over the top 100 per cent for membership in the "G.O." of that school the first day they were there. They had learned to perform better those desirable activities which they were going to perform anyway. They did discover and desire increasingly higher types of activity, and by coöperative effort many of these higher types became possible. This is one way, at least, to train citizens.

QUESTIONS

1. Did Mr. Rosenthal know where he was going with these boys when he set out? Did the boys know? What makes you think so?
2. Did the program develop in accord with the philosophy stated in the two theses, or in spite of it?
3. Wherein was there a conflict in the aims of the director and the boys? Was there really a conflict?
4. In starting this experiment should boy leaders have been appointed by director or teachers or elected by the boys? Why?
5. Did the director guide elections? Was his plan, or absence of plan, correct? Why?
6. Were the successive steps in the right order, or should three in the text have come before two? Why?
7. Did the work of the director increase or decrease as the Leaders' Club developed? Did his guidance change in character? If so, how?
8. Was it a wise plan to arrange the situation so that the leaders developed the "Leader — Ask Yourself" sheet, or should one equally good have been provided by the director? Why?

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9. Did A. B. at his trial present a sound argument?
10. What was the fundamental difficulty of these boys in "setting the pattern"?
11. Was it worth while for them to have a creed? Why did they have so much trouble in formulating it? Although they based their creed on the Boy Scout Laws, was the creed their own? Would it have done just as well to have borrowed a creed bodily from some other school?
12. What is the really big idea in the "Leader — Ask Yourself" and "The Speyer Creed" so far as these two hundred boys were concerned?
13. Was it a wise plan for these boys to have a definite system of checking-up on their ability to live their creed? With the two theses in mind on which the whole experiment was based, was the plan for checking-up sound? Why, or why not?
14. What was the fundamental difference between the way of winning the school letter at Speyer and the usual way of winning a school letter? Do you approve of either way? Why?
15. Was visible recognition of success in living an ideal desirable for these boys? On what psychological grounds do you base your answer?
16. Would it have been wiser in this case to have started with a council rather than to have developed one? Why?
17. In what specific respects does the writer's evaluation seem correct or incorrect?

CHAPTER VII

ANALYSIS OF TYPES OF SENIOR HIGH SCHOOL COUNCILS

Student councils in senior high schools. In comparison with the councils in junior high schools, those in senior high schools are more varied in activities and more complex in form. These differences are due to three obvious reasons: the longer line of inherited tradition, the greater maturity of the pupils, and the comparatively complex nature of the school. No two councils are exactly alike. There are many types and an almost infinite number of variations of each type.

How can councils be classified? It is possible to classify councils *on the basis of election*: by home-rooms, by classes, by the school at large, by special activities, or by some combination of these ways. Again, it is possible to group councils *according to the form*: as a one house council, or an upper and a lower house, or an upper and a lower house and a cabinet. It is possible, also, to group the councils *by the powers they exercise* into some such groups as the following: councils, so-called, that meet "to confer with the principal"; councils that cannot legislate on anything until the principal has approved; councils that by their charter may legislate on almost every phase of pupil welfare subject to the principal's veto; and councils, in a few cases, that are said to have final power in certain fields of activity. The writer has tried classifying councils on each of the bases mentioned; such classification looks "scientific" and results in beautiful complex tables.

The purpose here, however, is to present in simple,

orderly fashion material that may be helpful to those who are concerned with organizing senior high school councils. As a result the plan followed is to begin with a very simple type of council and to advance to the more elaborate types, noting, by the way, the significant variations.

A pre-view of council organization. Possibly before beginning the detailed study, a brief comment on the types that may be found will be helpful. There is the council of one house made up of home-room representatives and operating through standing and special committees, or, in rare cases, through a city manager plan. Or again, there may be a council made up of a few pupils who, on some objective bases, have shown themselves most active in the school's extra-curricular activities. There may be, also, a council of two houses with the lower house elected by home-rooms and the upper house made up of class presidents, or class representatives, and members at large, or from classes and representatives of special activities, or from the school as a whole with many seniors and few freshmen. Again, the lower house may be the legislative body and the upper house the executive. Or the upper, or the lower, house may be only advisory. In some cases the lower house will be only a glorified "messenger service" for the upper house. There may be, also, three bodies: a house of representatives, a council, and a cabinet, or there may be class sub-councils and a strong central council, or the reverse of this scheme. In some cases there are four strong class councils and a loosely organized central council. Further, there are coeducational schools with strong Boys' Federations and even stronger Girls' Leagues which unite, sometimes rather feebly, in a school council. There are lower houses composed, chiefly or wholly, of pupils, and upper houses, or boards of governors, composed chiefly of teachers. There are houses where pupils, voting and non-voting, out-

number the teachers, but in which teachers by their number of votes predominate. Again there are councils with no teacher members. In some schools the council includes and charters the athletic association, and there are other schools where the council directs all activities except athletics. There are councils that appoint their own committees, others in which the council appoints part of the committee and the principal the remainder, and still other councils in which the principal appoints all standing committees. There are, also, examples of the prefect system — English in origin, American in modification. These are a few of the types and variations that may be observed in the following paragraphs in the advance from the simple to the more complex types. It should be borne in mind that these councils are honest attempts to realize some measure of democratic government and that being democratic they are constantly changing. The emphasis, therefore, is placed on the plan of the council rather than on the school in which it has existed.

The single-house type of council. 1. In the first senior high school to be considered the council is composed of one representative from each home-room, the president and the vice-president of the student body, the director of extra-curricular activities, the faculty treasurer, and the principal *ex officio*. The president and vice-president of the student body are elected by the whole school.

By this plan of having the council composed of home-room representatives, the student body and the council can be really in touch with each other. Each home-room has a member of the student council as one of its members. Ideas may pass freely and quickly from the home-room to the council and from the council to the home-room. Such a council does not degenerate easily into an oligarchy passing laws for the good of its subjects. The daily contact

through the home-room representative of the student body and the council makes it unnecessary to call frequent special meetings to make suggestions to the council or to receive suggestions from that body. Schools that have as many as one hundred home-rooms report that while the council is large, the advantages of the direct contact of council and home-rooms far outweigh any disadvantages of a large council.

2. A second high school has a student council composed of home-room representatives, but with at least two interesting variations: first, the home-room presidents are the home-room representatives to the council; second, the council, in accordance with the city manager plan, elects a manager. The ordinances passed by the council are carried into effect by the manager and his cabinet. This cabinet of four members is appointed by the manager and consists of a "secretary of civic education and welfare, who is in charge of volunteer service work and gives citizenship tests to newcomers; secretary of social activities and clubs, who is in charge of all social functions such as dances and parties; secretary of athletics, who assists the faculty athletic manager in arranging games and distributing tickets; secretary of the treasury, who is in charge of student funds." The modeling of the school council after some outside organization may or may not be a good plan. In theory at least such a plan seems to get the legislative and the executive functions of the council too far apart and the executive group too small.

3. In a third high school an organization was begun in 1911 which has developed into a school council with at least two distinct variations. This school council is an authoritative student body elected to make regulations and to elect officers for supervisory duty in the school. Three representatives are elected in each of the fifty or more

divisions. The representatives then meet under the direction of their faculty class advisers and elect councilmen — eight seniors, six juniors, four sophomores and two freshmen. Next, the councilmen meet under the direction of the faculty adviser and elect a president and a secretary. They in turn appoint the chairman of committees.

4. There is an almost bewildering number of variations on the "single-house" type of organization. Among these variations the one in a fourth high school is of particular interest. In this school there is an "honor-point schedule" of some fourscore items, including such widely diverse activities as athletics, class and club offices, class grades, garden club, Bible study out of school, art work, and personal hobbies. Each activity is weighted at so many points, and "the seven pupils having the highest number of honor points are assigned to the student advisory board for the following year." "This student advisory board shall determine student opinion, advise the general supervisor of desired action, and perform other legislative duties. It shall perform administrative duties at the direction of the general supervisor." In addition there is a major council, composed of all pupil officers and all teachers. This body meets when called and is said to be very effective. In theory at least this plan narrows participation by giving the highest offices to those who already are carrying the heaviest schedule of extra-curricular activities. This scheme seems to encourage the pupil to get as many points as he can as a means of becoming one of the honored seven who have still more activities to perform. It should be noted, however, in the development of this council that, in the constitution of September 7, 1925, provision is made for limiting definitely the number of clubs and other organizations to which a pupil may belong, the number and kinds of offices he may hold, the number of

important parts he may have in the various activities. The principal, in his report of this plan, notes that "some people may say that we are robbing the pupils of their right to elect their leaders, or that we are teaching them a false brand of representative government," but he adds, "the pupils do not make such a criticism." One of the chief difficulties in a council of this type probably lies in the lack of direct contact between the council and the student body as provided for in a council made up of home-room representatives.

The two-house type of council: 1. While the single-house type of council prevails generally in junior high schools and seems to be increasing in senior high schools, the two-house plan is the type most often found at present in senior high schools. The student organization of one high school may illustrate this scheme. This organization is composed of a house of representatives and a council. The house of representatives is made up of home-room, or advisory period, representatives. The council is made up of the presidents of the three classes (sophomore, junior, and senior) and six others — three seniors, two juniors, and one sophomore elected by ballot at the regular class meetings. Either the council or the house may originate resolutions but must refer the same to the other body for approval. The council puts all resolutions into effect and handles all routine business.

2. Student participation in government in a second high school has essentially the same plan as the first school, except that in the house there are two representatives of each home-room; there is a nominating committee of five members of the house, which, together with the faculty committee on student affairs, nominates forty members of the school at large for membership in the council; the school at large elects a council of twenty members composed of eight

members from 12B, six from 11B, four from 10B, and two from 10A, equally divided between boys and girls. In addition the editor of the school paper is, *ex officio*, a member of the council without voting power.

3. The tendency, especially in the older student councils, seems to be for the upper house to be the executive body. However, in some of the newer councils the upper house is advisory. In the third school to be considered pupils participate in the government of the school through a council and an advisory body. The council is composed of representatives from each home-room; the advisory body is made up of members elected from the council and three faculty members appointed by the principal. The advisory board members, elected by the council from the council, consist of two pupils each from the following semester classes: 12B, 12A, 11B, 11A, and one each from the lower classes. This board meets to discuss the work of the council and to make recommendations as to the way this work should be done. The council must pass upon these recommendations. The advisory board meets on the first and third Wednesdays and the council, on the second and fourth. This plan seems wise in that the upper house is advisory only. There seems to be a necessity for a fairly small steering committee, but one of the chief troubles in this "two-house plan" is that the small group tends to take unto itself all power, to become very efficient for a time, and in the end, to destroy the whole plan of wide pupil participation in government. The tendency is for the home-room representatives, as soon as they have nothing to do except to carry out orders, to cease creative thinking and presently to quit work entirely.

4. The associated student body of a fourth high school coöperates with the faculty through a student council consisting of two members from each class and four members

from the school at large. Class presidents attend all meetings, and have the right to speak but not to vote. This council, among other activities, and in consultation with a faculty committee, charters all pupil organizations; elects all managers and editors, but not athletic captains; maintains standing committees; and approves the budget of all activities. The student body coöperates with the council through a home-room assembly, consisting of members elected from each "advisory." The members of this assembly "present to their advisories the issues of the school as determined by the council."

5. In a fifth high school the reorganization of the plan of pupil participation in government included a revoking of all charters and the calling of a constitutional convention composed of home-room representatives. The convention deliberated three months. The result was the formulation of a constitution which provides for a legislature made up of home-room representatives and of an executive council composed of pupil representatives from certain administrative boards and of faculty supervisors. These boards are: finance, publications, athletics (one for boys and one for girls), social affairs, civic affairs, music, and dramatics. Each board consists of three members elected from the associates and of the faculty supervisors of the respective activities. The legislature has the power "to initiate and approve legislation, recommend charters, recommend appropriations, and to represent the school in all matters that are legislative in character." The executive council has the power "to levy taxes upon various organizations in order to create a general fund, to make appropriations from such fund, grant charters, pass emergency measures, initiate and approve legislation, direct the work and formulate the policies of the administrative boards, and exert general control of all student activities." In addition to

the form of organization, one of the most interesting features is the manner in which it was created. The school eliminated all existing organizations and through a constitutional convention, made an out and out fresh start.

6. In making the survey of the extra-curricular activities of the eleven senior high schools in Philadelphia in 1922, the writer analyzed the students' association of the William Penn High School for Girls in this fashion:

The William Penn High School for Girls was a pioneer in developing a democratic, vital students' association with a spirit that breathed a new life into the whole scheme of pupil participation in the affairs of the schools. In this high school, where the interest in pupil participation has been so keen, the senate is composed of the president and vice president of the student association and eleven other senators, two from each of the three highest grades and one each from the five lower. The Senate has the power to supervise all organizations formed by members of the student association, to take charge of the financial affairs of the student association, to grant charters to clubs, to make new laws when necessary, and generally to take such action as it believes will be for the good of the student association and the whole school. Meetings are held once a week and are conducted by the president of the association. The sponsor, a teacher who represents the principal, is present at these meetings to offer suggestions or advice if needed, but she encourages the expression of individual opinion and free discussion. Plans requiring the principal's approval are submitted to him by the president or by a committee of senators.

The house of representatives, consisting of one girl elected from each of the sixty groups in the school, enables the whole school to have direct representation. The unusual success in this school in getting all the pupils interested and coöperating in the student association and in affairs of their home-rooms, is largely due to these representatives. The larger decisions are made in the senate, but it is the section and intimate group discussion of ways of bettering the life of the school that makes for an unusual degree of democracy in this student association. At the monthly meetings of the house of representatives the ideas, plans, schemes for better ways of pupil coöperation in government that have been discussed in the home-rooms are brought up for discussion before all the sixty rep-

representatives. The pupils in this school do not once for all delegate their power, rights and interests to certain office holders in senate or house of representatives and then give up active interest and passively submit to the laws made by the officers they have elected. There is a kind of intense, personal interest among these pupils that is hard to capture in words, but which in an unusual degree makes each pupil feel that she is a "committee of one" to manage herself and coöperate with others for the good of the school.

This plan of pupil participation is further carried out in the system of Monitors. The monitorial force is composed of approximately one hundred and fifty girls appointed by the sponsor of the students' association from the upper classes. Each period of the day the study hall is supervised by a monitor captain and her assistants. These monitors assign seats in the study hall, make out the chart of the seating, verify and post it in the study hall. The monitors check attendance and if a girl is absent, ascertain where she is. The monitors do not seem to spend much time talking about order; rather, they are very busy living it. In the study hall on the two days it was visited there seemed to be no feeling of repression on the part of the pupils; there was life, vitality, vim, but with no confusion. There really seemed to be a contagious spirit of happiness and work.

The scheme of pupil participation carries itself still further. Not only the president and vice president of the student association, elected by the whole school, or the eleven senators elected by the classes, or the sixty representatives elected by each home-room, or the hundred and fifty monitors appointed by the sponsor, work in definite ways for the welfare of the student body but there is still another group, the Volunteers. This group, made up of volunteers from the D class in charge of the D senators, is divided into teams with captains. Each team has a specific duty at lunch time in organizing and directing the activities of the pupils in the lunch-room. These volunteers are the younger girls. Their work is not exactly joyful, but they do it because it is for the good of the school and they do it also because service to the group and to the school is the fashion.

Another feature of many of the plans of student associations is "The Court" or Tribunal. At William Penn the Court consists of a judge elected from the eighth or seventh term class and six assistants, three from the eighth and three from the seventh term class. The trials are often informal. The court admonishes and at-

tempts, when the girl has failed, to make her see where she has failed. In more serious cases there is a trial. The one making a charge against a pupil must present it to the judge in writing before the weekly session of the court and must be present in court. The representative of the assembly group of which the offender is a member must also be present at the meeting of the court to testify as to the character of the offender. While no decision of the court becomes operative until it has received the approval of the principal, the seriousness and justice of the court are such that when a verdict is pronounced and the offender is asked if she thinks the verdict is just, she usually agrees that it is.¹

7. The student council of a seventh high school consists of fifteen members elected at large from the four upper classes and a house composed of one member from each advisory group. The chief variation here is that there is a faculty advisory committee appointed by the principal which, together with the officers of the senate and house of representatives, forms a student relations committee. It is the duty of this committee to act as a higher court, interpreting the constitution and settling any controversies that may arise between the two legislative bodies.

8. In the general organization of an eighth high school all legislative and executive power "not otherwise granted" is vested in an executive committee of fourteen members, composed of the president, elected from the seventh or eighth semester, the secretary, a girl, elected from the fifth or sixth semester, the honorary president and two additional members of the faculty chosen by the principal, and eight pupil representatives, one from each semester. The essential variation here is that the section presidents meet with the vice president of the executive committee at stated times to discuss the business taken up by the committee, to make recommendations, or otherwise act in an advisory capacity. Since there are no home-room repre-

¹ Fretwell, Elbert K. *Survey of the Public Schools of Philadelphia*, vol. 4, pp. 126-28. 1922.

sentatives, this vice president — class president conference, to some extent, serves to preserve council and pupil contacts.

9. A ninth high school illustrates an interesting variation in the method of forming its executive council. This school, its principal writes, had no student council as such until the year 1925-1926, when the civic-industrial club reorganized itself on the council plan. Each session room elects a delegate who represents the room in the year council and the school council. Each year council elects delegates to the executive committee, composed of two freshmen, two sophomores, three juniors, three seniors, and the president, vice president, and secretary of the civic-industrial club. The school council is the legislative body; the executive council presents projects, etc., to the school council and is responsible for carrying out all projects approved by the school council; the class councils present to the executive and to the school council, matters needing their attention. In a number of Chicago high schools the industrial clubs, originally fostered outside the school, present a unique situation.

10. A tenth high school shows the variation of a council chosen by a congress. In this school the congress is composed of two representatives of each home-room. After the congress is elected, the members choose from their own number a smaller group of eighteen to act as a council. The council meets once a week, the congress once a month. The usual result of such an organization is that the smaller council is the active body and that the congress tends to become something less than a good rubber stamp. However, there are exceptions even to this rule.

11. An eleventh high school presents several distinct variations from any council that has been analyzed so far. The direction of affairs in this school is in charge of an ex-

ecutive council composed of a president and a vice president elected by pupils, five pupils elected from the third- and fourth-year pupils, five teachers elected by pupils, three teachers, including a treasurer appointed by the principal, and three non-voting pupil members, including a secretary and two representatives of first- and second-year classes. Thus in a council of fifteen voting members there are eight teachers and seven pupils. As a part of the plan there are seven standing committees each of which consists of a teacher and four pupils, two boys and two girls, all appointed by the principal. The chief variations to be noted here are three: first, the election of teacher members by pupils; second, the teachers outnumber the voting pupils in the council; third, the principal's appointing all standing committees.

12. A twelfth high school presents three interesting variations. The president is elected at large from a list provided by the principal. The council is composed of two members from each home-room, a boy and a girl, and a faculty sponsor elected by the council. The chief executive body of the council is the senate, consisting of twelve senators elected by the senior class, the faculty sponsor, the vice-principal and the principal. In the councils analyzed in this chapter, this is an extreme case of senior aristocracy.

13. One of the distinctive features of the students' association of a thirteenth high school is the sub-councils. The council consists of twelve members; three seniors, three juniors, three sophomores, and three representatives of the faculty who act only in an advisory capacity. Post-graduates are also entitled to one representative in an advisory capacity without the power to vote. In addition, "the highest elected official of each extra-curricular activity and each athletic team, is entitled to sit with the council in an

advisory capacity without the power to vote, but privileged to speak upon all questions directly affecting the activity represented. There are three sub-councils, senior, junior, and sophomore. A sub-council is composed of two representatives from each session room of the class. Each sub-council has "one faculty adviser chosen by the teachers of the session therein represented." The council functions as the upper house of the association legislature; the sub-councils constitute the lower house. As the only single body empowered to speak and to act for the whole association, the council aims to formulate policies and to interpret them through the sub-councils and other media. Another rather distinctive feature is that the organization of athletics, under a boys' athletic commission, a girls' athletic commission, and an athletic advisory board, is chartered by the council just the same as any other recognized extra-curricular activity. These athletic commissions submit annual reports to the council. Three features have been enumerated that differentiate this council from those that have been presented thus far, the relation of athletics to the council; the sub-councils; and the representation of each chartered extra-curricular activity, including athletic teams, in the council by a speaking, non-voting member.

14. The student coöperative government of the fourteenth high school considered consists of a home-room representative body and a student council. The council consists of twenty members: twelve seniors, six juniors, and two sophomores. The home-room representative body is made up of a member from each home-room, including the freshmen, and all members of the student council. However, these council members cannot vote. The first council, a provisional one, appointed by the faculty, was established, October 6, 1916. The following year the council

was elected by the pupils. Beginning with the fall of 1925, the council of the previous year held over until a new one was elected. During the early years of the council, although there was a faculty committee on student affairs, the council had no official adviser. Since the principal, to whom all matters are finally referred, was not always easily accessible, the council in 1924 petitioned the faculty committee on student affairs for an adviser. As a result, the principal, with the approval of the council, appointed a faculty member to act in this capacity. The home-room representatives as a direct means of communication between the council and the pupils, convey to the council the suggestions of the pupils they represent, and likewise report to the home-rooms such projects as the council brings before them. The activities of the council are reviewed by the faculty committee on student affairs. There is also an all-girls' league council, made up of six seniors, four juniors, and two sophomores, that acts as an auxiliary to the student council and deals with problems that have to do wholly with the girls of the school. The president is the girl who holds the highest office in the student council. This auxiliary organization is in direct contrast to the usual plan in a school where a girls' league exists.

15. A fifteenth high school in its plan of pupil participation in government presents certain significant variations in that the class councils developed before the all-school council and that it has no written constitution. The general plan is that all "division rooms" of about forty pupils each, of the same class, are regularly organized and hold one meeting a week; division rooms of the same class work together so that there is a freshman council, a sophomore council, a junior council and a senior council; the class presidents, elected from the A sections, and representatives from the B sections, compose the all-school council. Each

of the four councils works through five committees: social, publicity, scholarship, make-Senn-beautiful, and courtesy. All these twenty committees, together with the principal and faculty advisers, hold occasional meetings.

The absence of a written constitution does not mean that there is no sequence in handling an idea that concerns this phase of school life. As a former vice-principal of the school explains it:

If it (an idea) arises in the committee and applies to that year only, it goes directly into the committee report in a council meeting and is acted upon. If it arises in a division room, it is carried to the council by the delegates from the room and there referred to the proper committee or discussed by the whole body and referred back to the rooms for a referendum vote. If it arises in the council itself, it is referred to the rooms. If, however, the idea is of interest or value to more than one year, it is laid before the councils concerned, directly, by a committee, or indirectly, through the all-school council. Any idea which affects the whole school goes through the class council to the all-school council and is referred back with modifications or suggestions to all four class councils, there to be ratified or vetoed. In a very important matter which affects a school policy, spirit, or tradition, or which relates to the standing of the school in the community, considerable time is taken, as the subject is discussed in each council, in each division room, and again in each council, this time for the purpose of decision and definite recommendation; the final announcement is made by the all-school council.

An extremely important issue involving the community may, of course, arise in such a way that immediate action is necessary. In that case the all-school council may at any time call a meeting and, after laying its plan before the principal or adviser, send a committee to act at once, later reporting to the class councils its purpose, method, and results.

All this may seem complicated, but in actual practice it is very simple, since it follows perfectly natural methods of progression and coöperation and is not the product of an arbitrarily made constitution but of actual needs as they have arisen in an alert and growing body of citizens.

16. In a sixteenth high school there are a series of organizations and committees of the faculty, of pupils, of faculty and pupils, that do types of work ordinarily accomplished by a student council. Beginning with the faculty, there is a board of control of about the same personnel from year to year. This board of seven members manages boys' athletics and debate and, as would be expected, is composed largely of athletic and debate coaches. The board of publications has general responsibility in connection with the weekly paper, the annual, and the handbook. The sponsors of the various publications are on this board and as individuals, work under the board. The school has a point system and the activities committee keeps a record of a pupil's points on an activities card, checks the pupil's grades, and informs sponsors if any pupil has too many activities. The mass committee furnishes the machinery for coöperating with other activities in arranging mass meetings from time to time. The home-room committee supervises home-room activities and helps carry out plans that have to do with the yearly calendar.

Among the pupil organizations, there is, first, the student control with three related yet distinct duties: to regulate traffic in the halls; to keep pupils in line going to the cafeteria and preserving general good order in the cafeteria; to supervise the larger mass meetings. The purple legion, composed of forty or fifty boys, works directly with the faculty board of control in helping manage all kinds of athletic games — taking tickets, ushering, checking any uncomplimentary remarks or lack of sportsmanship. Many of the members of this group try to aid any boys who need help in a big-brother fashion. The membership of the central committee is selected largely by the teachers from many of the home-rooms. This committee creates and formulates standards for the school and does all kinds

of clean-up work from ridding the campus of dandelions to establishing ink-filling stations throughout the school. The library monitors' council, sponsored by the head librarian, helps to care for registration, organization, behavior, and general welfare of all pupils in the library. This school, through the groups that have been mentioned and others, carries on many of the activities usually directed by a council but differs from the plans discussed so far in not having one all-inclusive council.

17. One of the significant variations in the student council of the seventeenth high school is the "discussion units." First, there is a student council assembly, composed of two representatives from each of the one hundred, or more, home-rooms. The nominations for home-room representatives are made in the home-room the last month of each semester. The home-room teacher certifies to the eligibility of the nominee if he, or she, meets the following requirements: (1) he must be passing in all his studies; (2) he must have a record of reliability; (3) he must have an interest in his school; (4) he must have his studies so arranged that he has time to give to council work; (5) he must be an undergraduate member of the school. From this certified list the two home-room representatives are elected to the student council assembly. Second, immediately after his program for the new semester is made out, each member of the assembly files a copy of his program in the council office and registers for the periods he prefers for council work. Each of these members is then assigned to one of eight discussion groups. An effort is made to have in each group about the same number of sophomores, juniors, and seniors. These groups meet as soon as possible to organize and elect their own officers, including a chairman. Third, the chairmen of these eight discussion units meet at the call of the faculty adviser and nominate any

number (not to exceed twenty) from the two hundred, or more, members of the student council assembly, for the other four places on the executive council. The assembly meets and elects four of these nominees as members of this executive council. By virtue of their office, the president of the senior class and the editor of the school paper are members of the council. The officers of the student council are a president and a vice president, elected by a preferential ballot of the entire school, a secretary, and a treasurer elected by the majority vote of the twelve members of the executive council. The tenure of office is one semester, unless the officer is recalled by a five-sixths vote of the executive council. The executive council meets once a week on Mondays from two-thirty to possibly five o'clock. Likewise the "discussion units" meet once a week. For these unit meetings, the executive council, through a program committee, specifies certain topics to be discussed. In addition, any representative may bring up anything that he thinks should be considered. Sometimes the director of social activities, or the assistant director, at the request of the chairman, leads a discussion on some phase of school activity that needs consideration. If necessary, the director, or assistant director, conducts the unit as a class in parliamentary procedure. The director of social activities and the assistant director are the faculty advisers of the executive council. The unit is probably an informal, necessary part of pupil participation in government in some stages of its growth in order to make the weekly executive council meetings and the monthly student council assembly meetings, live up to the possibilities of such organizations. However, the query keeps coming to mind; if the home-rooms and home-room teachers were sufficiently guided, would these "division units" be necessary?

18. In the eighteenth high school there are elected for each session of this school for girls, the following officers to serve until their successors are elected: a president, a recorder, a secretary of the traffic department, a secretary of the social service department (in charge of pupil activities concerning the maintenance of courtesy, obedience and school property), a secretary of industry (in charge of pupil activities concerning punctuality, attendance and scholarship). The treasurer is a teacher appointed by the principal. Each class (section) has three officers: captain (in general charge of the class and class affairs), lieutenant (second to captain, also hostess to visitors and in charge of housekeeping, ventilation, and banking), and a recorder (in charge of attendance). Councils of each rank of officers meet once a month and are presided over by a member of the governing council. The legislature of each session consists of the councils of the three departments. Before a regulation becomes operative, it must receive a majority vote in the council of the department concerned, and the approval of the secretary of that department followed by the approval of the principal or of the dean. The governing council meets once a month and is composed of the president, recorder, secretary of traffic, secretary of social service, secretary of industry, the editor of the weekly paper and the editor of the magazine and the ex-members of governing councils. The distinctive variations of this plan from other plans analyzed lie in comparative departmental legislation and in group councils.

19. The general organization of the nineteenth high school is composed of all pupils and teachers who pay dues of twenty-five cents a term. Membership in the "G.O.," as the organization is called, exempts a pupil from any dues or initiation fees in any club, association, or society chartered by the general organization except the senior class

society. The affairs of the general organization are carried on by an executive council and a board of governors. The executive council is made up of six teachers and as many students as there are forms. (Since this is a four-year high school there are eight forms.) In addition, there are three pupil officers elected for one term: the president, the vice president, and the secretary. The faculty members, appointed by the principal, represent the various extra-curricular activities. The board of governors is made up of the principal, *ex officio*, the honorary president of the G.O., one teacher appointed by the principal, one teacher elected by the teachers' council and one pupil elected by the pupil members of the executive council. The honorary president, appointed by the principal, is a member of both the board of governors and the council, but has no vote in the latter body. The treasurer of the G.O. is appointed from the faculty by the board of governors but not from their own number. The council appropriates money, charters all clubs, associations and societies within the school and makes by-laws governing these organizations. The board of governors, of which the principal is chairman, approves or disapproves all resolutions of the executive council. It may be noted that the pupils are in the majority on the council and that the faculty members are in the majority on the board of governors. There are something over one hundred organizations chartered by the G.O. and each one is supervised by one or more teachers.

20. To present adequately the pupil participation in government of the twentieth high school would require quoting the greater part of a booklet of 102 pages, about 45,000 words, published by the school. Presented in briefer space, not only details, but whole sections will be missing, and much of the flavor lost. However, it is possi-

ble to point out that this organization includes roll-call rooms, council, student body organization, cabinet, self-government, and a board of finance. Each roll-call room has a teacher-adviser and elects a president, who is, *ex officio*, a member of the council, a secretary, a treasurer, and a reporter for the weekly paper. Each room also elects eligible lists for the respective self-government committees and judiciary committees. The council is composed of some seventy-five roll-call room presidents, a representative elected by the teachers, the officers of the student body organization, some thirteen in number, and the principal. The council is the legislative body of the school. It elects the school historian, the managers of athletic and other school teams, and such officers as the constitution may require it to elect. It also provides for such committees as are contemplated by the constitution. The council meets weekly. "Self-government" supervises conduct on school grounds and in the building, luncheon lines, study halls (when desired), seating and order in assemblies, and the tardy desk. It also conducts trials by jury and imposes prescribed sentences through loss of merit credits for certain offenses. To carry on this work there are four committees: a boys' self-government committee and a jury committee, and a girls' self-government committee and a jury committee. Captains, managers, or presidents of the various organizations have seat and voice but no vote in the council. All pupils of the school are members of the student body organization. This body has the following officers: president, boys' vice president, girls' vice president, secretary, treasurer, auditor, editor of school paper, student body manager, president of boys' self-government committee, president of girls' self-government committee, girls' judge, boys' judge, and cadet major. The treasurer and auditor are appointed by the principal;

all others are elected by the student body organization. These officers, elected for one semester, form a cabinet, subject to the call of the president. All candidates have to qualify in scholarship, in merit points, and be approved by the vice-principal and registrar. The election of these officers takes place the last two weeks of each semester.

The board of finance controls the finances of the student body organization and the appropriation of money, and of fixing prices of admission for student body activities not covered by contracts, but is required to give a full account of all business transacted to the council at its next meeting. The manager of the student body organization is the presiding officer of this board. The members are: the principal of the school or his representative, the president, treasurer, auditor, a representative of the committee on inter-school relations, and a representative of the program committee. The inter-school relations committee, consisting of the president, a boy and a girl appointed by the president, and two teachers appointed by the principal, investigates the eligibility of all representatives of the school in inter-scholastic activities. The program committee, made up in the same way as the previous committee, arranges programs for assembly and entertainments held under the auspices of the school.

21. A twenty-first high school has a type of organization quite different from any that have been discussed in this chapter. There is a boys' federation, a girls' league, a student conduct board, and an athletic board.

The active work of the boys' federation is carried out through three departments: school service, personal service, and community service. The school service department carries out all undertakings pertaining to the welfare of the school as a whole. It includes: rooters' club, transportation

corps, fire squad, advertising, tickets, stage, ushering, and "news folding" committees. The personal service department carries on work pertaining to the welfare of the individual pupil and includes: vocational, fellowship, scholarship, information, welfare, and two freshmen committees. The community service department carries on work relating to the welfare of any movement outside of school and includes grammar school relations, philanthropic, outside entertainment, and civic affairs committees. This boys' federation has an executive council as an administrative body. It is composed of: officers, department heads, class representatives, club representatives, and managers of recognized school activities. Its function is to coördinate activities and "to administer these activities undertaken in the interest of the entire boys' student body."

The girls' league of this same school includes all the girls and works through four departments: personal efficiency, social service, vocational, and entertainment departments. In these four departments there are some forty squads or committees. The league has a central council as an executive body composed of all officers, chairman of home-room representatives, heads of departments, and chairman of the dress regulation committee.

The boys' federation and the girls' league appoint representatives to serve on a student board of control. This board is composed of a president, secretary, library commissioner, traffic commissioner, and a convocation committee. Under each commissioner there are deputies. This board meets weekly to consider the cases of those who have broken its rules. This joint organization is essentially a disciplinary body. It does not serve as a central organization to charter clubs or direct the whole program of the school's extra-curricular activities. For example, the athletic board, which awards all athletic emblems, is

composed of the principal, vice-principal, coaches, captains, and managers of teams, and four other pupils.

This type of organization does not provide for a unified, whole school scheme of pupil participation in government along the lines of most of the councils discussed thus far. This significant difference really makes it an essentially different type. Critics of this type have sometimes insisted that the schools where it exists have gone at their work backwards in organizing boys and girls separately, and then, attempting a whole school organization rather than by developing first a strong, central, whole-school organization based on home-rooms followed by provisions for individual differences of boys and of girls.

The prefect plan. In considering the various types of pupil participation in government, the scheme of school prefects, in its pure and in its modified American form, should be considered. The prefects may be appointed by the headmaster, or principal, to carry out laws made by the head of the school, or prefects may be elected by upper classes for the purpose of making and enforcing laws. With still further modification, there may be a "student council" composed of home-room representatives that acts as an advisory body to the prefects. In considering the prefect system in schools in England, the educationist, Mr. Caulfield Osborne, has pointed out:

The rule of the prefects is oligarchical; only a minority of the older children exercise responsibility, whereas in the recent experiments in self-government, power is given to a group of children as a whole. The duties of prefects, again, are administrative rather than legislative; the rules they enforce are for the most part not rules which they have made themselves, still less rules which have been made by them in coöperation with their fellows. They have not much more power of choice than non-commissioned officers in a regiment. They are chosen by and responsible to the headmaster, or housemaster, instead of being the elected servants of the community.

The motive of their obedience springs largely from the personal tie between them and their adult superiors.¹

In the United States, in the few schools where this scheme is found, the prefects are usually elected by the two upper classes, where, in the words of the head prefect of one school, "All of the rules of student government are made and enforced by the prefects."

The scheme of electing prefects who make and enforce the laws is said by some of its advocates to be like our national government in that the people of the United States elect representatives and senators who legislate for them. However, in an educative, school situation, there is a necessity of enabling the pupil to educate himself by making as many intelligent choices as possible, by sharing in responsibilities willingly and understandingly assumed, by working in increasingly large groups, and under wise guidance. To delegate the making and enforcing of laws to a small group of prefects does not seem to provide a favorable opportunity for the four steps in the educative process that have been enumerated. To those who have the greatest faith in the sobering influence of responsibility willingly assumed, it is in many, probably in most, cases a real revelation of the constructive power of youth to see how faithfully prefects devote themselves to their work and how effective they frequently are in directing the behavior of their associates. Along with the prefect scheme, as with almost any other scheme, there may be a development of public opinion that emphasizes individual, personal responsibility for right action. However, the turning-over of law-making and law-enforcing to a fractional per cent of the pupils seems to the writer a fairly sure way to miss much of

¹ Osborne, C. H. Caulfield. "Experiments in Self-Government in Secondary Schools"; *Educational Movements and Methods*, p. 177, with an Introduction by John Adams.

the educational value there is in wide pupil participation in democratic government. Paternalism, a benevolent despotism, an aristocracy, or an oligarchy may, or may not, be a more efficient type of government than a democracy in getting certain things done. This question is not raised here. A democratic form of government is accepted, and the necessity of educating pupils by what they think and what they do is recognized. The delegating of all law-making in school to a small fairly permanent group can rob pupils of the opportunity of learning how to live in a democracy by living in it. In the type of council that is recommended in this chapter, the pupils of the school, with wise, sympathetic guidance, share in the responsibility of directing the extra-curricular activities of the school. Discipline is only a small part of such direction. The big idea is for the individuals and the whole group working together and through chosen leaders, to work out, with guidance, constructive policies and to carry out these policies. In the execution of these policies some disciplinary measures are often necessary, but to focus the scheme of pupil participation in government on discipline is to miss the fundamental, educative purpose of pupil participation in government.

What do pupils think of the home-room representative student council plan? Manifestly all pupil opinions cannot be summarized or quoted. However, the statement of one pupil may be cited in part and, at the same time, this excerpt may serve as a summary of some strong points of this plan. At the first joint meeting of all the city high-school student councils in Des Moines, Iowa, March 15, 1926, David Jones, President of the Student Council, North High School, after reviewing a former plan at North High School, said:

The new plan that was introduced at the beginning of this semes-

ter is very much different. There is one home-room period a day, a longer one than before. It comes when every pupil enrolled in North, is in school. Because of the fact that North High pupils enter one home-room at the time of enrolling in school and stay there so long as they are members of the school, they have a very fine opportunity to get well acquainted with their home-room teacher and the other members of the home-room, and to develop a home-room spirit. The president of the home-room presides at these meetings and has sole charge of them. The attendance is taken by the secretary while those having business with the teacher may attend to it privately. Each day there is something special for the home-room to do and every one has an opportunity to take some part in home-room activities at some time or other. Much of the work of the home-room is done through committees. There is one committee that is common to all of our home-rooms and that is the program or social committee. This committee plans a program of some kind to be given during the home-room period one day of every week. On the program just the talent from the particular room is used. This committee is also responsible for arranging and carrying out home-room parties, the purpose of which is to get the whole group better acquainted with each other.

The Student Council meets every Thursday. As a result, the home-room meeting every Friday is given over to a discussion of the council of the day before. When a new problem or suggestion is brought up at the student council meeting, action is deferred until the matter has been presented in the home-room for discussion. If the people in the various home-rooms think the plan a wise one, the president takes back the report from his home-room to the council the following week and further action is then taken. So far this plan of solving our problems has worked with much success, and a great deal of enthusiasm has been shown by the pupils. This gives each pupil a chance to take part in the actual conduct of school affairs and to express his ideas and to make suggestions which are taken back to the council by the representatives, rather than to accept passively what the council has planned.

When the new home-room plan was introduced, the idea of having various committees in the home-room have different kinds of work was suggested. Some splendid original ideas were brought out along this line. Some of the important committees being used in our home-rooms are those for citizenship, scholarship, newspaper, scrapbook, tardiness, publicity, and spelling. In the selec-

tion of these committees as many different people are used as there are places, the idea being to put every one in the home-room on some committee so as to give each person something to do that he may have an interest in his room other than just being a member. Many of the home-rooms have aroused special interest by dividing themselves into groups or teams so that the contest idea may be carried out. Often rivalry exists in scholarship, participation in athletics, Parent-Teacher Association memberships, spelling, good attendance and punctuality, etc. We really feel that because each member of North High is given a greater chance to participate in the activities of government, he will feel a greater responsibility for his own development and for the welfare of the school.

A real need. The twenty-six schools may serve as examples to indicate the almost endless variety of student councils. Many schools have taken a short cut toward efficiency by having a small council, or executive committee, and strong central authority; other schools, while strong in central authority, provide for a wide distribution of leadership and of responsibility. Some principals appoint all committees; other principals provide a favorable opportunity for pupils to make intelligent choices. In analyzing plans for pupil participation in school control, the conflict of ideas of Hamilton and of Jefferson in respect to government are constantly brought to mind. The two outstanding ideas, however, are: first, the schools, through schemes of pupil participation in government, are sincerely attempting to enable pupils to become increasingly self-directive; second, the widespread experimentation that is now going on shows there is great interest and probably great vitality in this movement. There is at present a very real necessity that educators study the idea of pupil participation in government both in its general aspects and in the wide variety of experimentation to the end that these educators, knowing the field, develop really constructive thinking and planning on the part of all members of their own schools.

If one has had little experience with student councils, it is quite possible that in just reading through this chapter one is somewhat dazed by the variety of organization shown in the twenty-six councils analyzed. As was pointed out in the second paragraph of the present chapter, the councils could have been analyzed and grouped on three bases: on the basis of election, on the basis of form, on the basis of the powers exercised. If the student were expected to remember all the variations of all the different councils presented, a rigorous classification might have been justified even if it did violence to the data involved. The aim, however, has been, not memorization, but "to present in simple, orderly fashion material that may be *helpful to those who are concerned with organizing senior high school councils.*" The material has been presented for use by leaders in actual school situations. To accomplish the purpose just stated, it has seemed best "to begin with a very simple type of council and to advance to the more elaborate types, noting, by the way, the significant variations." One might memorize everything in this chapter and really know nothing about student councils in senior high schools from a working, professional point of view. An academic interest in student councils is of little value when it comes to doing whatever ought to be done about the student-council idea in a real school. It is probably true that no one of the twenty-six plans which have been presented will be suited exactly to the school in which the student is particularly interested. School councils, as has been repeatedly stated, cannot be transplanted. The idea of pupil participation in government must grow in a school. Some one type of council or some combination of types of councils presented in this chapter may enable the school leaders, pupils as well as teachers, to guide a growing council as to the form it shall take, the basis on which council

members are to be elected, or the powers the council shall exercise. This chapter is to be professionally used rather than academically remembered.

QUESTIONS

1. In what respects do prevailing types of councils in junior and in senior high schools differ? Are the types of councils in junior and in senior high schools tending to become more alike or more different? How do you explain your answer?
2. On what bases do you classify councils? Why?
3. What are the advantages and the disadvantages of the single-house type of council? Of the two-house type of council?
4. Which do you prefer, the single or the two-house type of council? Does the size of the school affect your answer? Why?
5. What in your opinion are the strong and the weak points in council 4 in the single-house type of council?
6. Point out the strong points, if any, and likewise the weak points, if any, in each of the twenty-one councils analyzed in the two-house type of council. In each case give the reasons for your answer.
7. What types of councils, or variations in types other than those presented in this chapter, do you know or know about?
8. In what respects, if any, do you approve or disapprove of the prefect plan? On what basis?
9. What, if anything, do you see of worth in the plan presented by David Jones?
10. Should a senior high school have a student council? If so, outline in some detail the organization of the council you consider best for a specific school you have in mind.
11. If you believe this school you have in mind should have a council, how would you get it started? After it is started, how would you plan to guide its development?
12. Principal X. Y. Z. has an opinion regarding student councils the opposite of the opinion you hold. However, he honestly wants to understand your point of view. He is too far away for you to talk to him and you are too busy to write a long letter. What would you tell him to read? Is it important that he undertake your list of readings in any certain order?
13. In what specific ways does pupil participation in government provide, or fail to provide, a favorable opportunity for the development of the qualities of the good citizen?

CHAPTER VIII

THE STUDENT COUNCIL AT WORK

How does a council work? There is a necessity of seeing the student council, or by whatever name the central organization is known, and seeing it whole. If there is to be unity and coördinated action in the whole extra-curricular life of the school, there must be the development of one definite, unifying organization. This does not mean that the central organization will plan everything in detail. The principal and the teachers, as advisers in all pupil activities, in home-rooms, classes, clubs, boards, and in all committees, standing or temporary, will have freedom in which to do their work. The pupils in all the varying groups will have the opportunity and the necessity of planning, leading, following, and sharing in responsibility. However, if there is to be any real, working, unified attack on problems facing the whole school, the representatives of the whole school, after discussion with their fellows, must formulate whole school policies. Some radical thinkers in this field would have the pupils of every school start from a state of anarchy, and, seeing the chaos, realize the necessity of establishing order. Such a scheme may or may not have been necessary in some plan of a "Junior Republic"; that question is not raised here. However, the school, through the coöperative effort of pupils and teachers, has built up certain successful ways for carrying on work with normal pupils. These ways, in some respects traditions, good and less good, must be organized, possibly reorganized, so that the school as a whole works out a plan in extra-curricular activities for coöperative thinking, feeling,

and living. There must be one general planning, coördinating agency. Otherwise the possible power of the organization is dissipated in the confusion of its parts.

In this volume, although there are separate chapters on various extra-curricular activities, there is the constant aim of seeing every activity in relation to every other activity. In this chapter there is a definite attempt to see the relation of the council to the whole scheme of extra-curricular activities in the work the council does and in the way it does it.

The council represents the whole school. The principal, every teacher, and every pupil is represented in the council. The principal has in mind a constructive policy for the council just as he has for professional teachers' meetings or any other phase of the school's life. He realizes that the council will not run itself, and that enthusiasm over a new activity will disappear unless there is real work to do and unless this work is done under skillful guidance. Thus, the principal, through an adviser, or advisers, of the council, appointed by himself, and through direct contact, guides the council. The council itself, with the help of the adviser, has a teacher on every council committee. The principal supervises the work of the council. It requires real skill to know when to advise and when to wait, how to advise just enough and not too much. The principal grants a charter to the council, authorizing it to meet and work. He has the veto power over all legislation. If he is a real leader, planning with his teachers and pupils, the best plan will probably prevail. The plan may not be the ultimate best plan, but it may be as big a step in advance as the group can take at that time. If this is the case, he does not have to veto the measure. Whenever the principal has to use the veto power, it may be an admission that the school has not yet succeeded in educating pupils

to the point where they make wise decisions. Some principals are so careful that they do not let the council consider any measure until they themselves have approved it. Such spoon-feeding defeats the whole purpose of having a real council. It requires little skill on the part of principal or teacher to issue orders. It does require real leadership to arrange the whole situation so that pupils, from a drive within themselves, strive to do the wise thing for themselves and for the whole school.

The council represents every pupil. If the simple plan of council that has been recommended is followed, every home-room is represented in the council. Every special activity may be represented by its highest officer, who has the right to speak on any measure affecting his organization, but no right to vote. The home-room representative may receive instructions from his constituency. He discusses whole school policies with them. The principal directly, or through an adviser to home-room advisers, sees to it that there is intelligent discussion in the home-room of all important measures. In coeducational high schools, there may be special organizations for boys or for girls, such as a boys' federation or a girls' league, but such organizations derive their powers from the central organization. The primary organizations are home-rooms, classes, and, above all, the council. The council represents the whole school; it formulates policies, coördinates activities, legislates for the whole group.

How does the council begin its work? The council, formed of home-room representatives and its advisers, does its work first of all in the formation of intelligent public opinion. In school this public opinion is often called school spirit. Discussion in home-rooms and council, intelligently guided by advisers and pupil leaders, is the basis of starting this spirit. The attitude of the advisers can build,

or break, morale. Even in the relatively few disciplinary cases, there are really three important questions to put to the offender: What did you do? What, if anything, is wrong about it? If there is anything wrong, what are you going to do to straighten out the situation? Few need punishment. All need guidance. Discipline is fundamentally positive rather than negative. There is no place for flabby sentimentalism; clear-cut, straightforward, decisive action is demanded. The council machinery should be simple — just enough to get work properly done. There is no occasion for building a machine just to have a beautiful paper organization.

The council should begin with concrete activities where definite success is possible. More difficult problems may be taken up as the pupils and teachers, working through home-rooms and council, gain the ability to handle them. This ability to work coöperatively, effectively, and in a democratic manner has to be learned, and, it may be added, this way of working does not always come easily to the experienced parent, teacher, or principal.

The council handles specific activities through standing and short-term committees. Too many standing committees have a way of "reporting progress"; they are too often just *standing* committees. In high schools, and especially in junior high schools, much of the work can usually be done through short-term, special committees. Psychologically, the attention-span is comparatively short. Appoint the committee for a specific job; guide the committee so that the work is done quickly, effectively, and the committee discharged with distinction. If for any reason the committee fails, discharge it, and appoint another, or let the matter drop for a while. Do not let the committee die. In baseball parlance, the committee goes to bat, makes a hit, or strikes out. There is no indecision on the

part of the umpire. In this case the council is the umpire.

The council should be guided so that it learns how to work as does a good executive. An executive determines his worth, in part, by his ability to get other people to work. The tendency of some councils is often the same as that of a one-horse-power executive; they try to do everything themselves. Council members should be guided in learning how to get effective work done by a wide distribution of responsibility, supervised and checked-up, rather than by trying to do everything themselves.

This distribution of work can be more effectively carried out when the council members are elected from, and are responsible to, definite constituencies. In a senior high school the members of the council should be elected certainly as often as every semester. In junior high schools it might be wise to elect members more often than twice a year. If some plan of election is worked out whereby all members of the council are not new members at the same time, it will make naturally for a continuity of constructive policy. The increasing tendency to elect council officers near the end of one semester so that they are ready to start work at the very beginning of the new semester seems to be a wise policy. The same plan that has been used in electing athletic team captains at the close of a season can be followed wisely by student councils. It is hard to understand why any school waits until the end of the first month of school in the autumn to get its council started. Many schools bridge this gap by having officers hold over until their successors are elected. The seniors, who usually hold the offices of president and vice president, are gone. The plan recommended of getting on the mark and getting set at the end of one semester and ready to go at the very first day of the new semester is being found a successful plan by an increasing number of schools.

The council should be formally installed. Intellectual and emotional appeal can be united. Workers in democratic society are sometimes inclined to lose sight of big-group activities and the power of dramatic appeal in which the whole group participates. There needs to be an installation with what Elgar would probably call "pomp and circumstance." The William Penn High School for Girls, of Philadelphia, has been especially successful in inducting student council members into office. It is an honorable thing to hold office in William Penn High School for Girls, and although there are some three hundred officers, there is honor enough for all. As soon as possible after the election of officers, a morning assembly is given over to the ceremony of their installation. The whole school assembles to see the long procession of officers enter. There are music and fluttering banners. The insignia on the school banner, the school seal, and the school motto are explained. The president of the senior class gives a statement of the aims of the Student Association. Pledges of office are administered by the principal, repeated by the president and chief judge, agreed to by the senate and court, and, finally, by all the other officers. The principal speaks briefly, and in conclusion calls on the whole school for a pledge of loyalty to their own Student Association. After the pledge is given, all sing the school song. For these girls there is a thrill in this installation that tends to make them want to do everything they can for the Association and its work for the girls, and for the school. When the president and the senate take their pledge, which is an adaptation of the Ephebic Oath, and when the chief judge and her associates make their solemn promise after a modified Pennsylvania State form, there is an emotional as well as an intellectual recognition of the serious obligation and opportunity inherent in this Student Association. For these

girls, insistent needs in their work for themselves and for the school give opportunity for the emotional impetus to translate itself into habit-forming activities.

The council should have a constitution. The charter granted by the principal, naturally, will be the basis of a constitution for the council. This constitution in most cases should develop gradually. There are some cases, such as that of the fifth high school in the preceding chapter, where a whole new constitution is necessary. However, there is a tendency on the part of some schools to formulate a constitution far beyond the working ability of both teachers and pupils. A constitution that springs full grown from the forehead of some mighty Jove may be beautiful to behold, but far beyond the ability of the school to live by. The constitution, as a rule, should be developed step by step as the school, principal, and teachers as well as pupils, develop ability to participate in the direction of extra-curricular activities. The council can and should take on new powers as it becomes able to exercise these powers intelligently. The council should live by the constitution, and amendments should be made to narrow or broaden it so as to make it a working constitution. Possibly one way to learn how to live by the constitution of one's country is to live by the constitution of one's student council. How much transfer there is no one knows, but the soundness of the training in citizenship in any school certainly would be open to question if its orators were extolling the Constitution of the United States and at the same time failing to live by the constitution in their own student council. The school should develop its student council constitution gradually, and having a constitution should work in accordance with it.

What kinds of activities are carried on by student councils? To determine the kinds of activities carried on by

student councils a committee of the author's graduate students — Sidney M. Bliss, Elsie A. Wendling, and Daniel G. Lee — analyzed the activities of sixty-eight student councils as shown by high-school handbooks.¹

FREQUENCY LIST OF STUDENT COUNCIL ACTIVITIES IN 68 HIGH SCHOOLS

ACTIVITY	FREQUENCY IN 68 SCHOOLS
1. Publishes handbook	30
2. Lunchroom committee	21
3. Assembly committee	15
4. Promotes general welfare	15
5. Traffic committee	14
6. Approves finances of organizations	13
7. Establishes court	13
8. Library committee	13
9. Charge and care of school equipment	11
10. Social and entertainment committee	11
11. Study hall committee	11
12. Athletic committee	10
13. Grants charters to all organizations	10
14. Initiates propositions	10
15. Audits treasurers' accounts	9
16. Promotes scholarship	9
17. Promotes good fellowship	9
18. Publishes annual	9
19. Appoints or approves appointment of committees	8
20. Establishes laws and by-laws of all organizations	8
21. Executes decisions	8
22. General control of elections	8
23. Legislates	8
24. Publishes newspaper	8
25. Takes care of attendance	7
26. Auditorium committee	7
27. Guides new students	7
28. Runs a store	7
29. Publicity committee	7
30. Locker committee	6
31. Housekeeping in lunch-room	6

¹ In tabulating the activities of student councils, the committee followed carefully the wording given in the handbooks. Thus, duplication, seeming or real, is in some measure accounted for.

ACTIVITY	FREQUENCY IN 68 SCHOOLS
32. Pays out money	6
33. Looks after sanitation	6
34. Calls meetings of election of executive council of G.O..	5
35. Acts as a clearing-house	5
36. Supervises conduct in general	5
37. Fire drills	5
38. Discipline in class and assembly	5
39. Membership tickets issued to G.O.	5
40. Receives money	5
41. Takes charge of classes	5
42. Awarding honors	4
43. Maintains book exchange	4
44. Establishes ground regulations	4
45. Lost and Found Bureau	4
46. Maintains ideals and standards	4
47. Personal interests and efficiency	4
48. Supervises sale of tickets and publications	4
49. Supervises all organizations	4
50. Approves resolutions of executive council	3
51. Maintains a bank	3
52. Citizenship committee	3
53. Courtesy committee	3
54. Finds employment	3
55. Fosters spirit of good fellowship	3
56. Information committee	3
57. Invests funds	3
58. Keeps halls quiet	3
59. Legislates on conduct	3
60. Management and control of athletics	3
61. Philanthropic	3
62. Service committee	3
63. Activities committee	2
64. Appoints faculty treasurer of G.O.	2
65. Budget committee	2
66. Club committee	2
67. Conducts field and May Day activities	2
68. Controls point system	2
69. Debate committee	2
70. Eliminates smoking	2
71. Fills vacancies in office	2
72. General control of all activities	2
73. Handles school problems as they arise	2
74. Impeachment and removal from office	2

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ACTIVITY	FREQUENCY IN 68 SCHOOLS
75. Lists members of G.O.....	2
76. Music committee.....	2
77. Nominates senate members.....	2
78. Provides for printing and multigraph.....	2
79. Publishes monthly literary review.....	2
80. Publishes term calendar.....	2
81. Safety committee.....	2
82. Takes care of seating in assembly.....	2
83. Sponsors dances.....	2
84. Sponsors motion-picture shows.....	2
85. Student catch-up committee.....	2
86. Art committee.....	1
87. Book committee.....	1
88. Book reviewers' committee.....	1
89. Supervises Christmas activities.....	1
90. Costume committee for special days.....	1
91. Department office committee.....	1
92. Door committee.....	1
93. Dramatics and oratory committee.....	1
94. Elects officers of paper.....	1
95. Examines all annual reports of all organizations.....	1
96. Excuse committee.....	1
97. Finances athletics.....	1
98. Finances orchestra.....	1
99. Inventory of pupil activity equipment.....	1
100. Keeps activity records.....	1
101. Lunch-room leave committee.....	1
102. Personal property committee.....	1
103. Promotes honesty.....	1
104. Publishes financial report.....	1
105. Raises money by entertainments.....	1
106. Reporters' committee.....	1
107. School supplies committee.....	1
108. Students board of control committee.....	1
109. Student body properties.....	1
110. Suggestion-box committee.....	1
111. Supervises ventilation between periods.....	1
112. Maintains a vocational department.....	1
113. Welcoming committee.....	1

It should be kept in mind that a student council may be carrying on many activities not listed in the handbook;

also, that the statement of an activity in the handbook is no positive assurance that it is being practiced. Likewise, it should be noted that, although these sixty-eight handbooks were chosen at random from several hundred handbooks collected from nearly every state in the Union, these 113 different activities may not be representative of the whole country.

Classification of activities by function performed. This classification of activities may provide a more comprehensive view than does the preceding frequency table.

FUNCTIONAL CLASSIFICATION OF STUDENT COUNCIL ACTIVITIES

I. *Athletics*

1. Athletic committee.
2. Management and control of athletics.
3. Conduct field day and May Day.
4. Finance athletics.

II. *Disciplinary and judicial*

1. Eliminate smoking.
2. Discipline in class and assembly.
3. Keeping halls quiet.
4. Court.
5. Impeachment and removal from office.

III. *Executive — Administrative*

1. General control of elections.
2. Executes decisions.
3. Calls electing meetings.
4. Supervises all organizations established by General Organization.
5. Appoints faculty treasurer of General Organization.
6. Fills vacancies in office.
7. Handles school problems.
8. Keeps list of members of General Organization.
9. Keeps activity records.
10. Inventory.
11. Publicity committee.
12. Printing and multigraphing.

13. Sponsors motion pictures.
14. Department office committee.
15. Appoints yell leader.
16. Elects officers of newspaper.

IV. *Financial*

1. Pays out money.
2. Receives money.
3. Sells tickets and publications.
4. Bank committee.
5. Invests funds.
6. Budget committee.
7. Examines financial reports.
8. Finances athletics.
9. Finances orchestra.
10. Publishes financial report.
11. Raises money by entertainment.
12. Approves finances of all organizations.
13. Audits treasurer's accounts.
14. Appoints faculty treasurer of General Organization.
15. Issues membership tickets.

V. *Legislative*

1. Approves finances of all organizations.
2. Grants charters to all organizations.
3. Initiates propositions.
4. Appoints or approves appointment of committees.
5. Forms laws or by-laws of organizations.
6. Legislates on conduct.
7. Approves resolutions of Executive Council.
8. Nominates senate members.
9. Impeaches and removes from office.
10. Controls point system.
11. General control of all activities.
12. Manages and controls literary organizations.
13. Legislates.
14. Sponsors dances.

VI. *Directing activities*

1. Lunch-room committee
2. Assembly committee.
3. Traffic committee.
4. Library committee.
5. Study hall committee.

6. Attendance committee.
7. Locker committee.
8. Housekeeping committee.
9. Sanitation committee.
10. Auditorium committee.
11. Book exchange committee.
12. Book committee.
13. Book Reviewers' Committee
14. Art committee.
15. Takes charge of classes.
16. Arranges seating in assembly.
17. Christmas and costume committee
18. Door committee.
19. Excuse committee.
20. Lunch-room leave committee.
21. School supply committee.
22. Student properties committee.
23. Supervises ventilation between periods.
24. Has charge and takes care of equipment.
25. Establishes ground regulations.
26. Conducts fire drills.
27. Maintains school store.
28. Supervises all activities.
29. Philanthropic.
30. Supervises debate, music, dramatics, and oratory committees.
31. Suggestion-box committee

VII. *Promotes general welfare*

1. Citizenship.
2. Courtesy.
3. Fosters spirit of good fellowship.
4. Maintains high ideals.
5. Supervises conduct in general.
6. Acts as clearing-house between students and faculty.
7. Promotes school spirit.
8. Promotes eligibility and scholarship.
9. Promotes honesty.
10. Acts as student body of control.
11. Awards honors.

VIII. *Publications*

1. Publishes handbook.

2. Publishes annual.
3. Publishes newspaper.
4. Publishes monthly literary magazine.
5. Publishes term calendar.

IX. *Student welfare*

1. Social and entertainment committee.
2. Guides new students.
3. Maintains information booth.
4. Maintains a service department.
5. Welcoming committee.
6. Runs an employment bureau.
7. Locker committee.
8. Student catch-up committee.
9. Safety committee.
10. Maintains a lost and found bureau.
11. Personal interest and efficiency committee.
12. Personal property committee.
13. Vocational department.

A study of the current practices of student councils brings clearly to mind the fact that, except that the final authority rests with the principal, there is no definite, common procedure as to organization, responsibility, or specific duties of student councils. At the same time the frequency table and the functional classification, presented here, call attention to the wide diversity of activities carried on by these student councils in public high schools.

What should the student council do? It is understood that the faculty, and more specifically the principal, is responsible for everything the school does. In the following statements of what the council does, or can do, when sufficient ability is developed, there is no idea of relieving the principal of responsibility. The purpose here is to bring together in brief statements what the whole school can do in working through the school's representative body, that is, the council. It is the writer's belief that the council is concerned with any activity affecting the extra-curricular

life of the school. If this position regarding the principal's responsibility and the scope of the council's activity is accepted, the following statements seem to demand serious consideration.

The council should:

1. Charter all clubs and activities recognized by the school, including the athletic association and, if necessary, revoke charters.
2. Aid in working out a scheme of extra-curricular activities that will make reasonable provision for the individual differences of all pupils.
3. Coördinate the activities of all publications — newspaper, handbook, magazine and annual — through a Board of Publications.
4. Promote and supervise all school parties and social affairs.
5. Supervise the budget making and the finances of each organization and of the extra-curricular activities of the whole school.
6. Appoint the managers of all athletic and of all other school teams.
7. Work out and enforce a scheme of school traffic in all its forms wherever it affects the life of the school.
8. Share in determining eligibility for pupil participation in the various forms of extra-curricular activities.
9. Develop a point system for stimulating, guiding, and if necessary, limiting pupil participation in extra-curricular activities.
10. Aid the school in keeping a permanent record of the extent and quality of each pupil's participation in extra-curricular activities.
11. Supervise all study halls that are in charge of pupils.
12. Provide organized means of assisting new pupils to orient themselves in the school.
13. Establish and supervise the "Lost and Found Bureau."
14. Supervise the content and care of all pupil lockers.
15. Share in planning school assemblies.
16. Supervise ushering and order in all pupil meetings, such as assemblies and athletic meets.
17. Share in determining what is good form in public behavior in all places where the pupils are identified with the school.
18. Share in supervising all school campaigns, including thrift and

safety campaigns, that affect the extra-curricular life of the school.

19. Through a committee on inter-school relations, welcome and supervise the entertainment of all visiting teams and share in supervising the relations with all other schools that arise in connection with extra-curricular activities.
20. Determine the policy of awarding all school insignia and see that the policy is observed.
21. Place major emphasis on constructive planning and right ways of acting rather than on punitive discipline.
22. Establish qualifications and provide eligible lists of jurors from every home-room in all cases where the council shares in disciplinary measures through a school court.
23. Keep, for the principal or his representative, an official date book wherein are entered all requests for meetings or for use of any part of the building or of school material.
24. Provide a means for handling tardiness and absences in those schools where the council has developed the ability to take care of such problems.
25. Supervise all elections.
26. Carry on an educational, fact-telling, publicity campaign so as to keep all pupils and teachers informed and thus provide a basis for intelligent public opinion.

This is not an exhaustive list of council activities, yet all the activities enumerated are carried on by some council. However, there are comparatively few councils that perform all of these activities. To develop the ability and to find out the ways for carrying on such a variety of serious undertakings, requires intelligent guidance, an atmosphere of it-can-be-done, and usually more than one three- or four-year generation of pupils.

What is the real purpose of a student council? Important as are the achievements in the ablest student councils, the work actually done is not the first consideration. The council carries on an activity with the aid of a teacher-adviser and a pupil committee. There may be a school somewhere in which every council committee is successful.

Such a school would be easy "to run." From the educator's point of view, it is neither ease nor a specific piece of work done that is of most importance. The real value lies in organizing this phase of the whole educational situation so that the pupils have a favorable opportunity to practice the qualities of the good citizen here and now with results satisfying to themselves.

Progressive reconstruction. The student council, as the one representative organization of the whole school, should plan constructively, coördinate and unify the whole extra-curricular life of the school. The council begins its work by arranging the school situation so that there is a favorable opportunity for the formation of intelligent public opinion and for the expression of this intelligent opinion in satisfying, concrete action. Initial activities must be successful. The intellectual and emotional appeal of a dramatic, dignified installation of the council can unify the whole school into a recognition of present and possible future success. On the basis of a charter granted by the principal, a constitution should be developed gradually. An analysis of council activities, both as to frequency and as to function, shows that, wisely or unwisely, councils are dealing with almost every phase of extra-curricular activity. As it develops, the council should come increasingly to deal with every phase of extra-curricular activities that provides an educational opportunity for the pupils and at the same time provides a favorable opportunity for the school progressively to reconstruct itself.

QUESTIONS

1. In the high schools that you know best, what is the scope of the student council's work?
2. Compare the scope of these councils with the work of the council of Manual Arts High School, Los Angeles, as set forth in the

Life of Manual Arts, or the East Technical High School, Cleveland, as contained in the handbook, *Brown and Gold*.

3. Make a list of the activities of the councils in any six schools you know or that you can find out about from their constitutions. If there are wide variations, how do you account for them? Are they due to size of school? — to the underlying philosophy on which the school is based? — to the principal? Or what is the reason?
4. Make a table of frequency of the powers of such councils as you have opportunity to study. What does the table you have made mean?
5. To what extent and under what circumstances do you agree or disagree with the twenty-six statements made in this chapter as to what a student council should do?
6. Make out your own statement as to what a student council should do in some one school with which you are well acquainted.
7. How should the council, in the school you have had in mind in question six, get its work done?
8. Why is it necessary, or not necessary, for the council to unify and coördinate all extra-curricular activities of the school?
9. With what kinds of activities should a new council, as a general rule, begin its work? Why?
10. How should teacher-advisers for the various council committees be selected? Why?
11. What kinds of situations constitute favorable opportunities for pupils to practice the qualities of the good citizen?
12. What kinds of practice in school work, if any, are satisfying, here and now, to some particular pupils whom you know well? How do you explain this satisfaction?
13. What shall a school do with teachers who are unable or unwilling to work effectively in the kinds of activities discussed in this chapter?

CHAPTER IX

THE ASSEMBLY

The assembly and pupil participation in government. The assembly is the "town meeting" of the school. Problems confronting the school are presented and discussed. Public opinion is formed, and in a democratic school, government is directly affected by this public opinion. The solving of the problems confronting the high school can be an educative experience. Principals and teachers can, as a rule, solve these problems and solve them correctly, but in so doing they can rob the pupils of the attitude, the desire, and the ability that comes from sharing in the solution of their own and the school's problems. When some important question affecting practice is to be met and decided, the time to carry on the educative campaign is before rather than after the decision has been reached. Even the wisest decision may be of little value if the pupils do not understand it well enough to live by it. The desire, the emotional attitude, and the ability to live by any decision is directly affected by one's share in reaching this decision. The assembly, therefore, along with the home-room, the class organization, the student council, and the school newspaper, is vitally concerned with the formation of intelligent, public opinion as a basis of government.

What can the assembly do? Probably a statement of claims for the assembly which the reader can think through, and modify, accept, or reject, may help clarify the whole problem. There seems to be a growing belief that the assembly:

1. Can aid in forming intelligent, public opinion.
2. Can explore curricular and extra-curricular activities.

3. Can integrate, unify, emotionally and intellectually, the work and whole life of the school.
4. Can aid in creating new interests and widen and deepen existing interests.
5. Can increase appreciation of fine human action and of all fields of art.
6. Can make courtesy more desired, and attainable in varying degrees.
7. Can promote the understanding on which such activities as home-rooms, class organizations, student councils and clubs are based.
8. Can increase the effectiveness of pupil officers and pupil cooperation by public installation of all officers elected by the whole school.
9. Can serve as an administrative device but this phase of assembly must not be overworked.
10. Can serve as a means of analyzing failures and celebrating successes.
11. Can celebrate anniversaries so as to promote happiness and intelligent understanding.
12. Can serve as a means of aiding the pupil in budgeting his time, the school in budgeting the time devoted to assembly.
13. Can aid in promoting an intelligent budgeting of all extra-curricular finances.
14. Can aid pupils in learning how to study.
15. Can serve as one means of welcoming newcomers — pupils and faculty.
16. Can aid the work of the home-room in helping newcomers orient themselves quickly.
17. Can dignify "Moving-Up Day" for all classes.
18. Can serve as a place for real devotion.
19. Can provide wholesome entertainment and, more or less unconsciously, set standards of taste in entertainment and humor.
20. Can provide a favorable opportunity for the sharing of interesting experiences.
21. Can aid in establishing an understanding contact of the individuals of the school and of the whole school, and the community.
22. Can furnish practice with satisfying results in audience behavior.
23. Can provide in some degree for the individual to express himself and for the school as a whole to express itself.

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24. Can aid in promoting the production and appreciation of good music.
25. Can aid in promoting fair play and good sportsmanship.
26. Can aid in setting up and administering traffic regulations.
27. Can aid in developing the attitude that makes for regularity and prompt attendance.
28. Can aid in understanding, and thus promoting, elementary health habits.
29. Can promote safety — prevent accidents.
30. Can aid in developing the spirit and some of the technique of living in a clean building.
31. Can promote intelligent use of the cafeteria or luncheon-room.
32. Can focus public approval by awarding all school honors, or individual, group, or whole school successes, so as to promote further effort by an increasing number of pupils.
33. Can provide a favorable opportunity for contact between the school and its alumni without stifling the school by its glorious past.
34. Can furnish an ideal of procedure by which pupils can be guided in organizing other meetings now and in later life.
35. Can furnish guidance for class assemblies when questions of interest to a particular class are to be considered.
36. Can serve as a means of preserving and further developing worthy school traditions.
37. Can serve as one means of inaugurating new enterprises such as a board of publications to coördinate and guide all school publications.
38. Can serve as a means for discussing questions affecting the real life of the school.
39. Can promote a feeling of belonging, of success, of pride in the school.
40. Can promote the mental and emotional attitude of whole school, group, and individual service to one's associates, to one's family, to the school, and to the community.

Such aims, or claims, as are presented here may not be the best immediate aims for a particular school in a situation peculiar to itself, but the fact remains that if, without waste of time or effort, the assembly is to realize its possibilities in the life of the school, these, or some such ques-

tions as these, must engage the attention of the whole school. Likewise, all the members of the school, directly or through their representatives, must share in the careful, far-seeing planning that is necessary.

Adverse criticisms of the assembly. Possibly no one has ever written an article maintaining that the assembly should be abolished, yet there has been much unfavorable criticism. Probably a few brief quotations may show some of the points of attack. These critics have said:

(1) "In general practice it has no purpose or consistency"; (2) "It is not a planned structure"; (3) "It overlaps regular teaching periods"; (4) "It wastes time"; (5) "It is perfunctory and pointless"; (6) "The singing is usually poor and does not improve throughout the year"; (7) "Many speakers are forced on the school who neither have anything to say nor know how to say it. The talks do not bear on the common needs and problems of pupils"; (8) "The assembly is used to give a few pupils a chance to practice rhetorical"; (9) "Time is taken up with announcements that few hear and none remember"; (10) "Most assemblies are 'stucco,' slapped on from the outside, and have little vital relation to the school"; (11) "It is not an educational procedure at all but simply a traditional break in the day's work"; (12) "It condemns itself in that it has reached a degree of futility necessitating compulsory attendance and stern discipline to preserve the external appearance of order"; (13) "The only happy person is the speaker who finds his joy in giving advice regardless of whether it is needed, wanted, or taken"; (14) "It wastes not only the pupils' time but the taxpayers' money"; (15) "It is positively injurious. Pupils are educated by what they do and in assembly they have nothing to do and become increasingly restless, inattentive, and blasé"; (16) "The whole method of the supervision of pupils' conduct in entering, remaining in, and leaving assembly fits the pupil for only one kind of audience behavior — that of a prisoner in an old-style penitentiary."

Certainly after all these years of experience, if a positive case cannot be made out for the assembly, it ought to be abolished.

Reasons for adverse criticisms. It should be noted that the sixteen statements that have been cited are criticisms of some types of practice, present or past, rather than of the possibilities inherent in the assembly situation. It is certainly true that some assemblies of the present, as well as of the past, are stereotyped, dull, lifeless performances. The early aim of assembly, or "chapel," was on the one hand formally religious and on the other an administrative convenience. The program often consisted of the "Doxology, Scripture reading, hymn singing, prayer, Gloria, announcements, postlude." The head of the school read the Scripture, announced the hymns, led the prayer, and made the announcements. The same program was followed every day and the "president," or "master," or principal did everything. Such a program, in time, became perfunctory. The plan inherited from the college became with little or no adjustment the plan of the academy and then of the high school.

Adverse criticism not applicable to all schools: the Cook County Normal. More than forty years ago at the Cook County Normal School, Chicago, Illinois, Colonel Francis W. Parker had given the name of the "Morning Exercise" to the daily assembly. It was different from the usual chapel service in that it was fundamentally social in purpose. Everybody was there; kindergarten, grades, normal students, faculty. "The opening hymn was for all; every one was expected to know and sing it. The reading was for every one, something full of inspiration, often a chapter from the Bible, or a beautiful, inspiring bit of poetry. The exercise which followed was short — never more than twenty minutes — usually it was the outcome of class work in literature, history or nature study, or in celebration of some festival day or historic event."¹

¹ "The Morning Exercise as a Socializing Influence." *Francis W. Parker School Year Book*, vol. 11, June, 1913, p. 7.

When the Francis W. Parker School was founded in Chicago in 1901, the teachers thought of the Morning Exercise as being as essential to a school as the curriculum. The publication of the "Morning Exercise as a Socializing Influence," including as it does so much concrete material showing just what the pupils did, has probably been of greater influence than any other single publication in the development of the newer type of school assembly. For those who have not read this volume probably the following seventy-five selected titles may give a clearer idea of the source and of the character of this twenty-minute Morning Exercise, as presented by the pupils in the Francis W. Parker School, prior to 1913:

1. Sketching nursery rhymes before audiences; titles guessed by audience (art).
2. The *Little Flowers of St. Francis* (literature).
3. Scotch Ballads (music).
4. Courtesy (town meeting).
5. Dramatization of *Ivanhoe* (drama).
6. *Recorder*, our school paper (school project).
7. Old-fashioned school (entertainment).
8. Yellowstone Park (summer experience).
9. Milk — A report of a visit to a model dairy and to the City Hall; ordinances regarding pure milk (civics).
10. A summer trip to France (summer experience)
11. The Chinese revolution (current events).
12. The juvenile court (outside speaker).
13. Thanksgiving Day (special day performance).
14. The growing and marketing of tea; most healthful way of preparing it — stereopticon (domestic science).
15. Comparison of the Great Ice Sheet to this winter's snow sheet (geography).
16. History of pottery (handwork).
17. School election day (civics).
18. Salt-mining (industries).
19. Cæsar's expedition into Britain (Latin).
20. Practical applications of algebra and geometry (mathematics).

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21. Letters from pupils in Germany (modern languages).
22. Wireless telegraphy (science).
23. Trip to Whiting — oil (excursion).
24. Folk dances — German, Swedish, Norwegian, Bohemian (physical training).
25. The camera club (school project).
26. The Indians of Wisconsin (summer experience).
27. Passing of classes through the halls (town meeting).
28. Bonds — excursion to drainage canal; how such public works are paid for (civics).
29. The Fifty-Ninth Congress (current events).
30. The Big Brother League (outside speaker).
31. Lincoln's Birthday (special day performance).
32. Sugar (domestic science).
33. The Grand Canyon — stereopticon (geography).
34. Experiments to show effect of truss in bridge building (hand work).
35. The Middle Ages (history).
36. Manufacture of cement (industries).
37. Cicero's first and third orations against Catiline dramatized (Latin).
38. Field work in geometry (mathematics).
39. Nürnberg — stereopticon (modern languages).
40. Manufacture of illuminating gas — experimental (science).
41. Trip to a rug store (excursion).
42. Gymnastics (physical training).
43. Block printing and stenciling (art).
44. *The Ancient Mariner* (literature).
45. Parker composers' morning — pupils' original compositions (music).
46. Dramatization of *The Lady of the Lake* (drama).
47. Chemistry of the air — experimental (science).
48. French schools (modern languages).
49. Surveying (mathematics).
50. How Latin became the language of the world (Latin).
51. Refining copper (industries).
52. Mediterranean World, 450 B.C. — three exercises (history):
 - a. Conversation of Athenian, Persian, Phœnician, and Egyptian, each praising his own country.
 - b. Athenian shows wonders of Athens to Phœnician, Persian, and Egyptian.

- c. Visit to Socrates' prison; visitors overhear Crito pleading with Socrates to escape.
53. Metal work and jewelry — history of; description of pupils' work (handwork).
 54. Topographic maps — method of plotting; illustrated by field work done in Lincoln Park (geography).
 55. Shredded wheat (domestic science).
 56. Japanese art (art).
 57. Social service — an alumnus (outside speaker).
 58. Modern Greece (history).
 59. The English budget (current events).
 60. Sleight-of-hand performance (entertainment).
 61. Violin recital by pupil (music).
 62. Marcus Aurelius' *Meditations* (literature).
 63. *As You Like It* (drama).
 64. Memorial Day (special day performance).
 65. Immigration (civics).
 66. Events of the day (current events).
 67. Visit to refinery and Kalo metal shop (handwork).
 68. Magna Charta (history).
 69. Hygiene; talk on digestion by faculty member (science).
 70. The Parthenon (art).
 71. Song recital by children (music).
 72. Dramatization of *The Cricket on the Hearth* (drama).
 73. The Humane Society (school project).
 74. The Trans-Siberian Railroad (geography).
 75. Child labor (civics).

These seventy-five titles indicate that the assemblies developed largely from the curricular work of the school. As an extra-curricular activity, the assembly grew out of curricular work, and returned to it to enrich it. However, a list of titles cannot give the delightful flavor of these Morning Exercises.

Somewhat on this point, Miss Flora J. Cooke, in presenting the history of the Morning Exercise in the Francis W. Parker School, gives an interesting example. From a "town meeting" of the pupils, October, 1905, the teachers learned that the pupils were almost unanimous in consider-

ing the Morning Exercise the — "Pleasantest and most valuable part of the program, a precious thing worth almost any sacrifice...." At the end of the meeting, the children elected from among themselves a committee to act with a like committee from the faculty in following out suggestions already made in this meeting and to plan further changes. As a result of the work of these committees the following changes were made:

Mornings are no longer assigned to teachers. Any person in the school, teacher or pupil, who wishes to give an exercise, applies for time to the committee. Thus there is avoided the strain resulting from a "division" being forced to give a morning exercise whether the work has rounded itself to completion or not. Moreover, the feeling that it is rather a privilege than a duty to help in an exercise is emphasized. Plans for disposing of the unclaimed mornings have been suggested, but nothing has been adopted, because there is no present need, since all the exercises for two months ahead are taken.... As often as possible, a theme of broad, general interest is chosen for presentation, rather than one of limited appeal. To encourage general participation in the exercise, the committee posts every morning the topic of the succeeding morning. The newly interested audience, the eager participants, the free discussion, the general coöperation in making the morning exercise period a valuable and pleasant one, makes us all feel that at last our exercises have taken the right trend — toward informal expression — and that our great task is to guard them from becoming formalized.

If the story of other schools had been written up to the date of the publication of the "Morning Exercise," 1913, probably there would be much more evidence to show that the sixteen adverse criticisms that have been cited were not wholly correct.

Current practice. In 1920, C. O. Davis reported a study he had made of the practices of individual schools composing the North Central Association of Secondary Schools in training for citizenship. He found that 1164 schools used the assemblies for arousing sentiments of citizenship.

Some light is thrown on the manner of conducting these assemblies when he points out that 1053 of these schools have prominent local citizens and out-of-town speakers to assist; 71 depend on students for speeches; 363 expect classrooms to contribute in some way to the program. These 1164 school principals had an opportunity to recognize the possibility of using the assembly to arouse feelings of patriotism. However, the investigator did not think that a thoroughly intelligent use of this opportunity was being made.

In a study of the assemblies in 112 high schools in Kansas in 1923, E. E. Evans found that in all cases members of the faculty in turn arranged weekly programs. In 20 per cent of the cases, classes supervised by class sponsors were responsible for some programs and clubs were used for special programs.¹

In 1922, O. E. Long examined 82 high-school newspapers representing all parts of the country except New England. Of these 82 newspapers, 63 had one or more articles on assembly programs. There were 71 such articles in all, ranging in length from a paragraph to two columns. Of this group of 71 programs, students participated in 55. The division from the point of view of those who took part is as follows: 52 programs were conducted wholly by students, 3 programs by students and one or more visitors, 11 programs by outside speakers or organizations, and 5 programs by members of the faculty. Even if one keeps in mind that it is the more progressive high schools that have the high-school newspapers from which these data were taken, and that reporters and editors are seeking news of interest to their readers, one must recognize that both in the program and in the participants the high-school assembly was changing.

¹ Evans, E. E. *School Review*, 31:282-86.

Not only is it the exceptional state manual that has furnished any leadership for school assemblies, but school surveys as a rule have devoted little attention to this phase of school life. The Baltimore and Philadelphia Surveys, however, are exceptions to this general rule. The Philadelphia Survey, 1922, for example, in fifty pages devoted to extra-curricular activities, includes eight pages on the assembly. Almost every variety of assembly was found in the eleven senior high schools of Philadelphia, including many that were interesting, instructive, thought-provoking, and emotionally satisfying. Possibly the constructive recommendations would apply to the high schools of some other cities. They were:

That the educational importance of the assembly program be recognized by the whole school; that the assembly program be carefully planned by a committee of faculty and pupils; that problems affecting the whole school be discussed in assembly by faculty and pupils; that assembly programs be devoted to the installation of Senate or Student Association officers and to the awarding of all school honors; that assembly programs presented by faculty, pupils or outside speakers, explore for the pupils new fields of interest either within or outside of the curriculum; that emphasis in assembly programs be placed on pupil participation rather than on the direct activity of the principal, faculty, or outside speakers; that classroom work of general importance to the whole school have a place in the assembly programs; that assembly programs for Special Days should be presented by pupils rather than by outside speakers; that assembly music, singing especially, receive more attention; that the practice of having pupils give declamations or orations at each assembly be discontinued; that assemblies begin and end on time.

In current practice there is a definite trend away from having a daily assembly, but as yet there is no general agreement as to how often assemblies should be held. Replies to a questionnaire from 112 high schools in Kansas, 1923, to which reference has already been made, showed

that 51 schools have one assembly a week, 33 schools have two assemblies; 8 schools three assemblies, and 11 schools five assemblies a week. Of these schools, 50 were listed as having assemblies in the morning and 11 in the afternoon. The medium length of the assembly period was 30 minutes, with longer periods in schools having but one a week. Of 95 principals, 53 arranged their own programs. Of the remaining 42, almost one half of the principals served as chairman of the faculty committees which arranged all programs. In a few instances the student body was represented on these committees. C. O. Davis found in his study of 1164 schools in 1920 that, out of 1135 reporting on this item, 33 schools had the assembly daily, 155 schools two or three times a week, 520 schools regularly once a week, and 427 at irregular times.

In 1926, at Northwestern University, Miss Mary L. Thompson, in a Master's Thesis entitled "A Study of the High School General Assembly Period Practices Throughout the States of the North Central Association," studied the assembly in 232 high schools. In the schools having an assembly one or more times a week, 65.5 per cent had assembly once a week, 17 per cent twice, 6 per cent three times, 0.8 per cent four times, and 10.7 per cent five times a week. The average time per week devoted to assembly was 49 minutes. The same year, 1926, at Colorado State Teachers College, Paris D. Remy, in a Master's Thesis entitled "A Study of High School Assemblies," discovered that of the 134 schools studied, representing schools in 40 states, 63 per cent had assembly once a week, 17.4 per cent twice, 10.5 per cent three times, 4.3 per cent four times, and, likewise, 4.3 per cent five times a week. The time devoted to assembly was about that found by Miss Thompson, or, to be more exact, 34.4 per cent of the 127 schools for which there are data on this point, spent 40

minutes a week in assembly, 28 per cent 50 minutes, 22.4 per cent 30 minutes, 16 per cent more than 50 minutes and 4 per cent 20 minutes. The most common practice, therefore, seems to be, one assembly a week, lasting about one full recitation period.

The objectives of the assembly as reported to Miss Thompson and to Mr. Remy, were exceedingly widespread. The fifteen objectives found most often by Miss Thompson in the order of their frequency are: cultivation of school spirit, 105; general information, 72; inspiration, 37; development of poise and self-control before an audience, 32; recreation, 30; entertainment, 24; motivation of extra-curricular activities, 19; moral training, 16; development of appreciation, 13; cultivation of high ideals of citizenship, 11; development of leadership, 10; some acquaintance with business and everyday activities, 9; vocational guidance, 8; direction of public opinion, 7; training in self-expression, 6. In this list public opinion and school spirit are probably very closely related. The purpose of the general information assemblies is probably the unifying and integrating of the school. It seems, therefore, that the purposes of the assembly considered most important in these 232 schools studied are in accord with the purposes of the assembly most emphasized in this chapter.

Relation of theory and practice. As is the case in many phases of high school work, the practice has outrun the general statement, or, at least, the acceptance of any theory underlying and guiding it. There is frequently a statement by some educators that educational theory is ten or twenty years ahead of practice. In many respects, so far as assemblies are concerned, the reverse of this statement is more nearly true. The fact is that as the school has become a social organization, the assembly has changed. However, since the old-fashioned assembly was

firmly entrenched, required little or no planning and preparation, and since some high school principals, of the past at least, enjoyed giving advice and had great faith in the efficacy of this advice, this ancient type of perfunctory assembly tended to perpetuate itself. Some such reasons as are presented here, and others similar to them, probably account for the continuance of the old type of assembly long after many other high school practices had fallen into line with the more progressive educational thought.

Change, however, is not necessarily progress. The passing of the old style "Chapel" into the newer "Assembly" has often been attended by a condition that might be called chaotic. The oracular and benevolently despotic type of leader does not always have the ability to lead in a democratic situation, and some of the enthusiastic "democrats" have not done the "groundwork" necessary to ensure both freedom and efficiency.

Some claims of the assembly considered. Manifestly, all of the forty claims made for the assembly in an earlier part of this chapter cannot be discussed and illustrated. Instead, six of these claims will be considered: the assembly as a means of guiding the formation of intelligent public opinion, of exploration, of integration, of deepening interests, of developing appreciations, and as a means of celebrating special days.

The assembly as a means of forming intelligent public opinion. Since all people, and especially the young, are greatly influenced by the approval or disapproval of their fellows, the participation of the whole school, teachers and pupils, in a conscious effort to form intelligent public opinion, is of great importance in educating citizens. The assembly is one place to form this opinion. Many high-school problems that depend largely on public opinion demand the united effort of the whole group for their solu-

tion: What is the attitude of the whole school, pupils as well as teachers, on the matter of scholarship? What responsibilities shall the pupils with their advisers assume in the direction of extra-curricular activities? What has the school done in the past to merit the estimation in which it is now held by the community? What are the resources of the school at the present time to aid it in improving on its own previous record? What is the school's spirit of sportsmanship for its own teams, its rooters, and for the reception of visiting teams? What is the relation of the individual pupils and of the whole school to the community? What is the school's attitude toward care of the building, toward punctuality and regular attendance? How shall the school receive its visitors to the building or to individual classes? How shall the pupils care for their individual or the school's property? What is the school's attitude toward clubs and athletic teams — shall there be clubs and teams for every one or shall there be just three debaters and a "varsity" football team? These are, of course, just a few of the more general problems that the whole school must solve.

The whole problem of public opinion in school is intimately associated with school spirit. School spirit with its emotional intensity shows its real self in every action of every pupil and every teacher in carrying on the day's work every day. There is a place for great emotional and intellectual exaltation in a great celebration. To arouse the emotions and not provide a favorable opportunity for their intelligent expression is a crime of the first magnitude. However, the school that has a united public opinion, school spirit, only when it goes out to lick its ancient rival, cannot be said to have real school spirit. This spirit, in the idealism of youth, can be almost as pervasive as the charity immortalized in the thirteenth chapter of Paul's letter to the Corinthians.

Many schools have guided public opinion through the assembly. Seven brief, simple illustrations may add a concreteness to the theory that has been presented.

Whenever schools give up the silent, single-file passing in the halls in favor of a freer and more educative procedure, public opinion becomes of real importance. Esther Lee McVay gives this example from Morey Junior High School, Denver:

It became very evident to both pupils and faculty that there was need of traffic regulations in the halls. In order to ensure the coöperation of all, the "Keep to the Right" campaign was launched in assembly by the 9A class. A program was given where right and wrong traffic regulations were dramatized on the stage by "Mr. Good Citizen" and "Mr. Bad Citizen." Speeches were made by the members of the class explaining civic traffic laws and their importance to public safety and order. The class marched in, bearing banners with "Keep to the Right" printed on them. Plans were developed for orderly and rapid passing out of assembly, each section assigned to a particular exit, and "traffic officers" appointed. Standards were made for each corner and intersection of passages in the corridors with the slogan printed on them. Following the assembly, the matter was taken up in the individual home-rooms where each group considered some specific way to aid in promoting the campaign. The plan worked out so successfully that the very few who did deem it smart to violate the plans soon joined the majority. The motto, "Keep to the Right," grew to extend beyond mere traffic laws and came to mean *Right* in all school conduct.

Good citizenship in traffic is not limited, however, to the school building and grounds. Minnie May Sweets of the Central High School, Tulsa, Oklahoma, presents another traffic problem:

Aim: To teach the observance of the traffic laws of the city. Materials needed: Two or four children's automobiles large enough to be driven by small freshmen boys. Program: Talk — Safety-First and the city traffic laws presented by a student. Demonstration of correct and incorrect methods of driving an automobile

by freshmen boys. Examples: (a) right turn: (1) incorrect method; (2) correct method; (b) left turn: (1) incorrect method; (2) correct method. Repetition of *correct* methods. Conclusion: An explanation of the city traffic laws by a city traffic officer. As many of our students drive their own cars to school, and the majority drive at some time, this program was both timely and effective.

Good housekeeping is a real problem with most people and especially in situations where large numbers come together. Katherine Burton, of Martinsville, Indiana, tells how a "clean-up" campaign in a junior-senior high school of eight hundred pupils was started in assembly by a public speaking class.

A group of students dramatized housekeeping conditions found in careless high schools. The points stressed were carelessness with regard to papers, condition of lockers, leaving books out of place, and study tables in disorderly condition. This scene was to depict conditions in "Any School — Old Style." The second scene was laid in Martinsville High School where another group of students appeared. They were dressed neatly and appropriately, and pictured for us the care which M.H.S. students used in keeping the paper off the floor, the study tables straight and neat, the lockers, which could be seen outside the door in the corridor, in perfect condition. The result was that the next week in assembly the Junior High School challenged the Senior High to a "clean-up" campaign which lasted for six weeks, and the effects remained throughout the year.

It is possible for an assembly program, properly developed, to affect school attendance. At least Charles E. Skinner, from a wide experience, selects this example:

The records of a certain high school showed that absence and tardiness became so great that the morale of the school was becoming greatly affected. The principal appealed to the students to come to school every day and to be there on time. His talk in the assembly on "punctuality" did not improve conditions greatly. The matter was discussed in faculty meeting and the home-room teachers made an appeal to the members of their home-rooms but the habit of coming late and remaining out of school seemed to

grow. Finally it was decided to enlist a committee of five students to try its hand. The work was carefully planned by the committee and approved by the principal. The school's record for tardiness and absence for the year was secured and the records of three other schools similar in size in the state were obtained. One assembly period was devoted to a report of the committee. One of the members of the committee took for his subject, "A Comparison of Records." He showed that the home school was by far the poorest of all in the matter of attendance and tardiness. The second speaker took for his subject, "Why Play the Game so Poorly?" This speaker made it clear that staying out of school or coming to school late was chiefly a habit which was not only a waste of time, but a thing that was affecting the good standing of the school. The third speaker took for his subject, "Let's Go." He made some timely suggestions for improving the conditions and closed by securing a pledge from all the students to make a supreme effort to put their school at the top of the list in attendance and punctuality. In a short time the principal found that it was not necessary to worry about attendance and tardiness. Public sentiment had done the work.

Human nature is such that even in "Democracy's High School" not every group is always welcomed by all the school. Here is an example, as reported by one teacher, of a group achieving school recognition by an assembly program:

The most striking instance of using the assembly as a means of creating public opinion that has come under my notice was an attempt to establish an Industrial Group as an integral part of the school. The class was made up of the riff-raff of that section of the city. They were bad men, and gloried in their shame. There was a strong feeling of irritation among the students that these boys had to have a room in their building. There were some hero-worshippers, however, who were for imitating the big fellows. Two semesters passed and the situation grew worse. The third semester, a woman of wide vision and rare technique was given the class as a home-room for academic work three hours a day. Her first move was to instill a desire on the part of the boys to become a respected unit of the school. After this was accomplished, the next was to cause them to be accepted as such. One part in this process

of change in status was the presentation of a play called, "Getting the Job," in which was shown the advantages of attending and of completing the Industrial Course. The plot was a class product, the dialogue more realistic than any teacher could have written, and the presentation enthusiastic. It was well received, and left a most favorable impression. This was only one factor, but it was a big factor in the establishment of good feeling. For the first time the Industrial Group appeared in a favorable light, worthy of respect; a respect which has steadily grown. They were no longer outsiders.

The bewildering fascination of frocks, and especially expensive ones at commencement time, has troubled pupils, parents, and teachers. This example of the influence of an assembly program on the subject is related by Bertha A. Merrill, of Massachusetts:

Growing extravagance and errors in taste, coupled with a long depression in local industries forced the faculty of the — High School to consider ways and means of limiting the graduation expenses of the individual students. In conjunction with the local merchants, a fashion show was staged during a senior assembly. The models were members of the senior class — tall, short, thin, and not so thin. The dresses were simple, all-white frocks, suitable for graduation dresses but also appropriate for street, dinner, or church wear. Appropriate styles of hair-dressing, footwear, and so forth were also demonstrated. A fashion expert, attractive both in manner and style, gave a talk on "Good Taste in Dress," using the living models to illustrate her remarks. Two days later the girls held a meeting and voted to wear dresses similar to those shown; white shoes and stockings, no elaborate head decorations or strings of beads — in short, to follow the styles demonstrated.

The diversity of designs in seals, rings, pins, pennants, and flags in the same school has led some schools to work for a more simple scheme. Principal C. H. Threlkeld cites the following instance of building public sentiment in the North High School, Des Moines, Iowa, regarding a school design in which the assembly played a part:

Some three years ago the student council conceived the idea of developing a standard emblem for the school that would be distinctive as representing North High School. It was to be used in making a school flag, as a seal for the use of the school on all official papers such as certification of credits, and as a design for the pins and rings for graduates. The procedure involved two definite factors: (1) The commitment of the student body, through the exercise of their voting power, to the idea of establishing a standard design; (2) The development and adoption of the design itself. Naturally, the development of public sentiment in the school in favor of a standard design as explained in (1) above was the matter of first concern. The council decided to work this out through the assembly. It was decided to appoint two members of the council to give the arguments for the adoption of the design and two members to present the arguments against such a procedure. These four people appeared before the assembly in a debate. The question was then opened for discussion for any one in the student body who wanted to participate. The vote was taken afterwards in the home-rooms. The proposition lost by a small majority. The following year another attempt was made with essentially the same general educational plan. The student body gave an overwhelming majority in favor of the adoption of the design.

The development of the emblem itself was then put in the hands of a student committee with a faculty adviser. The members of the committee worked out some ideas of their own and asked contributions from the students and commercial houses. The final design was eventually chosen, adopted by the student council, and approved by the student body in assembly. The students are now linking up their life with this distinctive design and have centered their school spirit and loyalty around the North High Seal.

The conscious forming of intelligent public opinion may be carried further by these assemblies devoted to transacting the school's business, especially its extra-curricular business. Here may be the campaigns and the culminations of school elections, the installation of student officers, the awarding of insignia or of any form of special recognition. The assembly may take on the form of a town meeting to consider the needs of the school, initiate and

carry out plans for improving the internal life of the school, or promoting better relationships with outside groups. These assemblies that plan action for the whole group are usually devoted to backing up the team that is to meet the ancient rival. Such an assembly points the way to action. The combative spirit of this same group can through assembly periods strive for the honor of the school in eliminating abuses or promoting school virtues new or ancient. The assembly may aid in tuning-up the whole school. The united efforts of pupils and teachers to promote the school's best interests, to sing their best songs, to produce or listen to their best plays, or debates, to learn what various departments of the school are doing, furnish the bases of public opinion. Even *to hear* individuals or a group present worth-while ideas, which they understand intellectually and emotionally and believe in, is in itself a tuning-up process for the hearers and of still greater value to the more active participants. When an assembly committee, composed of teachers and pupils in active coöperation with the whole school, has planned and directed the presentation of an assembly program, the mental attitude and mood of the school at the close of an assembly is not an accident.

Practically everything that is done in the high school is, somewhere in the course of its development, dependent on public opinion in the school. Public opinion, as every one knows, is variable, fickle, sometimes blind, but always powerful. It is the business of the school to guide the formation of intelligent public opinion in discussion in home-room, class meeting, student council, in school publications, especially in the newspaper, and in assembly. It is likewise necessary that every member of the school shall feel the privilege and the responsibility of developing intelligent public opinion. To this end a knowledge of the real facts about the school are necessary.

The assembly as a means of exploring various phases of school life. Many assembly programs can explore new fields of interest for a majority of the pupils. In an assembly program carried on mainly by its pupils, each department of the school should reveal the possibilities of that department for the whole school. Many pupils say they will, or will not, elect Art, Music, or Biology, when they know very little about the work in these courses. How can they choose wisely that which they do not know? The seventy-five titles of assemblies in the Francis W. Parker School, to which reference has already been made, give some idea of this type of exploration.

The principal, or members of the faculty, or the pupils, or speakers from the outside, may explore to the school some phase of the city's life, its industry, art, or music in such a way as to lead the pupils to desire to know more of these important fields. Representatives of the trades, of different lines of business, or professions may explore these activities so that pupils may think of them more intelligently and with more respect. Former pupils may return from college and so speak that more of the pupils will strive to continue their education after they leave high school. Musicians within and without the school may explore and present some phase of music so attractively that pupils will want better music. However, if outside speakers are to be used, they can, as a rule, be of service only when they aid in inaugurating some movement that is to be followed up or in helping to develop some phase of a movement already under way.

Another way of exploring new fields of interest for pupils lies in having the various school clubs give an account of some of their excursions or present some of their activities as an assembly program. Some art club could tell a story of a trip to a picture gallery, to the forest, prairie, or sea-

shore, so that nearly every pupil would want not only to go, but to go with eyes that see. By presenting an assembly program consisting of selections from O. Henry, Bret Harte, or Howard Pyle, a short-story club could start a run on the library. One high-school class presented as an assembly program a series of tableaux showing the characters in their favorite novels: Maggie Tulliver and the Gypsies from *The Mill on the Floss*, Wordsworth's Highland Lass, Tennyson's Guinevere and her Maidens, Beatrix from *Henry Esmond*, Becky Sharpe from *Vanity Fair*, Miss Pyncheon from *The House of the Seven Gables*, and the Lorelei. Another school even gave instruction in table manners very effectively in silhouette. Another school had, on October 7th, as an assembly program, a tribute to autumn. The tribute was three poems, and music from Chopin and Godard. The poems read by three pupils were, Keats's *Ode to Autumn*, Thoreau's *Autumn Tints*, and Noyes's *The Burning Bough*. The selections probably could have been better read by some imported reader or the music better played by some concert pianist, but the educative value and the whole spirit of the assembly would have been different.

It may be helpful to show still further by brief illustrations how many other schools, widely separated, have explored the work of the school in the assembly hour.

How are these programs developed? One always sees the finished product. Perhaps a peep behind the scenes in a small mining town in the Southwest may be helpful. The teacher tells the story:

The principal, himself, an English teacher, had just encouraged his group, the 9A's, to give a Lincoln's Day program, so our group, the 9B's, were burning with emulation. Washington was to be the theme. They drew up a tentative program; their teachers assembled all available books; and the English hour became a research

laboratory. They apportioned among themselves the biographical material — the background of Washington's family, Washington's boy life, Washington the soldier, Washington the farmer, etc. They exercised forbearance in the face of an inadequate book supply, and developed a technique for insuring that no book was ever idle. Each research topic was worked up by a committee of two or three, pooling their judgment and their apostrophes and commas.

The committee picked out one of its number to read the finished product; the others took part in the public program by reading a poem or some special appreciation of Washington, or by serving in the chorus that led the assembly in such songs as "Mount Vernon Bells." The group that did the work derived the *most* benefit from that assembly. But they had worked with deadly earnestness; they had found out a hundred traits about Washington that the history text never mentioned; they had built up a program that would bear comparison with that of the 9A class; and the air of mastery they brought to the platform awed the mining-camp youth into an uncomfortable sense of respect, almost of reverence. What they did appreciate was the apparent sincerity and attitude of those big boys and girls, who had never before seemed in such dead earnest about any school matters; they admired the unusual diction and clearness of speaking; and they absorbed the idea, I think, that here was an American who could come unscathed even through — Weekly.

But the group who prepared the program! They demonstrated that they could work intensively and to the point. They learned to coöperate as I hadn't known them to do before — Italian, Manx, Mexican, Lithuanian, and all that high-strung group of youngsters whose common school memories went back only a year or two. They learned to evaluate material — I remember one committee calling me to their table, and the chairman saying in horror: "Look at this — it says Washington's mother smoked a pipe! Shall we put that in?" "You're the committee," I said. They considered; then, "I guess we'll leave that out. Maybe it's all right — but perhaps the seventh grade wouldn't understand."

It may be that these boys and girls did not get a perfect conception of Washington, but by their earnest effort to present him to their associates, they were helping themselves to an understanding of the man and his time, and

developing a basis of patriotic devotion. At the same time they were rendering a service to their associates that no one else could render. If one may so express it, the Father of His Country did make good in this mining town with some of the newer Americans.

If one recognizes the fact that there is a tendency for country boys and girls to present in their assembly program everything except an interpretation of their immediate environment, the following program, described by Katherine Burton, is of real importance. The classes in vocational education presented this program:

The stage was set with a display of apples and other fruits, vegetables, melons, grain, sewing, and millinery. Ribbons, won at the Indiana State Fair the previous week, were placed on the exhibits. In a prominent place there was a display of medals and cups won at the same time. Those whose exhibits were taken to the Fair explain briefly why and how the exhibits were prepared and how they ranked in the contest. In this way they showed us the preparation made in class work. Then our apple judging team gave us a demonstration of its work by judging the fruit on display. This was followed by a similar demonstration by the garment judging team. At this time the department of Vocational Education presented to the school the trophies won and these were accepted by the Principal.

Probably all pupils recognize that music is a vital part of high school work and joy but all pupils and teachers do not always recognize what the school is doing or can do in music. The South High School, Grand Rapids, Michigan, presented in a musical assembly, the boys' glee club, the girls' glee club, the mixed chorus, the orchestra, the string quartette, and the band. P. S. Chum, in commenting on the results of this assembly and the previous work that made it possible, says:

The excellence of the program rendered stimulated public opinion in the worthwhileness of good music, as shown by the rapt at-

tention as well as by the comments of pupils afterward. It created a desire on the part of pupils to become members of the different organizations; musical instructors were besieged by pupils desiring to join some musical organization.

Many schools have explored the class work done in modern foreign languages. Those who have succeeded best have probably proceeded along somewhat the same lines as did Senn High School, Chicago. The author is indebted to Laura E. Christman, a faculty member of the assembly committee, for the following account of two plays:

One of our star assemblies came as a result of a desire to help the general body of students gain something of the atmosphere of French and Spanish culture which one can get from the enthusiastic study of the language. The French and Spanish clubs offered scenes from the plays, *L'Abbé Constantin* and *Castillos de Torres Nobles*. Knowing our audience and its needs, we were doubtful as to conversations in foreign languages, but by careful rehearsing and adapting we secured a maximum of atmosphere and action with the conversation and had the satisfaction of presenting an assembly to the junior class and a balcony of French and Spanish students with wonderful attention by the audience and praise from every one who saw it, including the principal. This was the program in detail:

1. Assembly called to order by the class president, and first speaker introduced. (40 seconds)
2. The story of *L'Abbé Constantin* and interesting details of scenes to follow. (3 minutes)
3. Scene from *L'Abbé Constantin* (14 minutes)
4. Introduction of speaker for Spanish play (40 seconds)
5. Story of *Castillos de Torres Nobles* and interesting details of scene to follow. (3 minutes)
6. Scene from *Castillos de Torres Nobles*. (16 minutes)
7. Dismissal.

The point of view of the pupils in working up this program at Senn is shown by a statement of Mary Wheeler, student chairman of the Assembly Committee:

It is the desire of the Assembly Committee to present assemblies which are interesting to the students, worth while, and, if possible, consisting of student talents — with outside speakers only occasionally. We consider that an assembly should give the class a consciousness of itself, as a whole, and should give it a feeling of unity by presenting a program which is an experience the members share together.

In the more obvious field of the school newspaper many pupils have comparatively little appreciation of the work, or the method of work, involved in getting out of the school newspaper. The high school at Sault Ste. Marie, Michigan, undertook to solve this problem in an assembly program. Foss Elwyn gives this account:

Very few students in the Sault Ste. Marie High School understood the various processes involved in getting out a copy of the *Su-High*, the school paper, so the staff, headed by the faculty adviser, dramatized all of the work before the entire student body during one of the assembly periods. The editor, business manager, reporters, etc., were the characters in the play and everything from the buying of the stock to putting the paper into the hands of the students was shown. This dramatization had several good results. It increased the interest of the entire student body in the paper and thus added to the number of subscriptions. It caused several to apply for positions as reporters on the staff. It showed the students that the *Su-High* was their paper and gave them some appreciation of the work of the various persons who put out the issues.

"Men," so Franklin had the idea, "must be taught as if you taught them not." Probably the word "men" included girls as well as boys. Certainly many mistakes are made, including those in taste, simply because people do not know any better. When the mistakes are directly condemned, the one making the mistake must defend himself or admit the error. Such admissions do not come easily to youth. The seniors in the Fifth Avenue High School of Pittsburgh probably have had some such idea as this in mind, for, according to Janet M. Crawford, they

hold an assembly at the beginning of each semester for the entering class. The president of the student coöperative government explains the organization by means of which pupils participate in the government of the school. Pupils in art, music, and other courses discuss the courses from the pupils' point of view. Representatives of school clubs describe the activities of the various groups.

Assemblies may help explore interesting reading for those with a special interest in a particular field and at the same time for those who have but a general interest in that field. Many schools have given poetry assemblies presenting seasonal poems, poems for particular occasions, original poems, favorite poems, or poems that some group thinks everybody might enjoy. Finals in school contests may be held as assembly programs and thus give all the schools a chance to profit by the explorations of some of the school's ablest members. Pupil campaigns and elections of whole-school interest can explore immediate problems on which the school must act. The work of the school nurse may be dramatized in such a manner as to pave the way for intelligent action and appreciation. There have been programs of camping activities by Scouts and by others who have been in camp the previous summer that have promoted an interest in the outdoor activities that camping makes possible. An assembly program on what various pupils had done in school vacation led, in one case at least, to an exploration that made for a more intelligent use by some pupils of the school vacation the following summer. Probably in no field is exploration more necessary than in the field of wholesome fun. All in all, school assemblies can be "too educational." As Percival Chubb puts it in his introduction to *School Festivals and Plays*:

The assembly must have liveliness and snap, picturesqueness and laughter, motion and color. Amusing stories told and acted are an

essential necessity for the full development of the mind. There is a wealth of entertaining talent among teachers and pupils which should be capitalized for making school the alluring place which it ought to be.

All of these desired and necessary qualities in assembly programs can exist if leaders of ability devote themselves to the exploration of the real problems and possibilities of the high school, but the pupils' point of view must be kept in mind.

The assembly can aid in the integration of the school. As a result of the development of an intelligent public opinion based on a real exploration of the school, there can develop a real school unity. The pupils are divided into classes according to their academic advancement; further divided by their curricular; and still further by their recitation groups and extra-curricular interests. How can unity prevail when there is, of necessity, almost an infinite variety of individual differences? The assembly can aid in developing desired unity by stressing factors and interests common to all; by singing together; by programs that explore for pupils and teachers the interests and activities of the various phases of the school's life; by the support of the school's representatives in inter-school contests; by assembly programs in which representatives of the whole school participate. The assembly may bring to the pupils and teachers, by knowledge, by spirit, and by habit, the consciousness of a new-found unity of the social group. Each pupil and teacher may get a view, not only of his privileges, but of his responsibilities for the interest and happiness of the whole group, and he may, through successful participation, form the habit of contributing his small best for the good of the group. The development of an assembly program along any of the possible lines of a real assembly — forty of which were listed in an earlier part of

this chapter — can make for a common body of knowledge that tends to integrate and unify the school. The working-out of these programs, as one means of solving school problems, tends to develop an emotional attitude that makes for unity of feeling as well as an intellectual appreciation of common factors in the life of the school.

Assembly may serve to widen or deepen interests. A nature-study club, in an assembly report on a field trip, may provide a situation wherein one may get a new interest in flowers, birds and bugs, winds, rivers and trees, mountains, plains, or the open sky. New interests are caught and usually caught from people.

The library club, with the assistance of the librarian, in one school gave a program of the routine work of the library, of the physical use and misuse of books, that widened and deepened the interest and appreciation of individual responsibility for library activities. Some of the worst offenders somehow caught better library manners.

The Tower Hill School,¹ Wilmington, Delaware, had a book assembly so good that it must be quoted. During Book Week the senior English class gave an assembly play in which books discarded to an old cellar came to life and discussed themselves and their readers. The play ran somewhat as follows:

Setting — Enormous packing-box in a corner of the cellar.

Maid enters and throws an armful of books into the box.

Maid exits. After a moment Dictionary and Legend of Sleepy Hollow creep slowly out of the box and to the front of the stage. Other books follow slowly.

Legend of Sleepy Hollow — Consigned to the Salvation Army!

Well, I'll be Ichabod Craned!

Dictionary — The enormity of the indignity is a preposterous outrage!

¹ Tower Hill School. *Educational Enterprises in School and Class Room, 1925-1926*, pp. 100-03. Wilmington, Delaware.

Peter Rabbit — I want my mommie!

Tish — Tish, Tish, Tish! Tush, Tush, Tush! You're no worse off than the rest of us.

Cæsar — Thou, child of the past ten years, dost thou dare to speak thus of indignities to thyself, when thou seest the pillar of Roman literature battered and cast aside? Dei Immortales!

Macbeth — Naught's had, all's spent.

Ivanhoe — My lady, we are not alone in our misery. Behold yon group of our suffering kindred. They have been more grievously abused than either you or I.

Pilgrim's Progress — Yea, verily, my beloved brethren and sisters, we have been martyrs to the same unspeakable atrocities.

Cæsar — Behold, aspicite, ego sum divisus in partes tres. My pages are marred with a callous boy's crude conception of a gallant warrior. Oh, that degenerate sophomore who hurled me violently down the ventilator and who left me lying in the damp subterranean regions of Tower Hill School. And all because Gallia est omnis divisa in partes tres. Mehercule!

Chorus — Poor Cæsar!

Palgrave — The boy and girl who first owned me

Were taught to love true poetry.

I was their golden Treasury.

But —

Dictionary — Alas, my existence was of miserable neglect. No one has ever entertained any conception of my inestimable value. If only humanity would realize that in ignoring my proffered aid it forces itself to remain in a state of totally unnecessary illiteracy. Why, daily, men wrangle amongst themselves as to the pronunciation of words, and I long to aid them. With their tongues, do they murder the names of the ancients, while all the time I have, in my latter pages, a complete list of cognomens of antiquity with the correct pronunciation of each. Many a time and oft have I seen some recipient moron puzzling over such an abbreviation as "i," "e," or "etc.," while I lay within reaching distance. Yet, when some one does muster up energy to seek enlightenment betwixt my pages, he is fairly staggered by two small dots over an "o" or an abbreviated crescent over an "e." Bah! it is a race of simpletons, and it does not deserve enlightenment!

Peter Rabbit — Look at me and you can see that I've been used too much. Tommy loved me and meant to be kind to me, but, oh, he was too careless. One day, when he left me out on the front

porch, his little puppy dog got hold of me and chewed my pages, and I've never been the same since.

Chorus — Poor little Peter!

Ichabod Crane — You should be thankful you were not dogeared and battered. Why, the brutal youth who used me at school had no more consideration for my feelings than ——

Cæsar — Yes, school children are terrible.

Macbeth — How unfortunate! I was respected and revered — but disused. My pages are yellowed with the long years in which I stood on the same shelf hoping every second that some one would take me out and read me.

Pilgrim's Progress — I, too, have been sadly neglected. Although I have done much good in the world, and am respected for it, alas, of late, *Pilgrim's Progress* has been laid away, for the present generation will have none of me.

Tish — Tish, Tish, Tish! Tush, Tush, Tush! Laid away on the shelf? See here, child, I've been laid away under a mattress and a mighty hard mattress it was, too. You don't know what it feels like to be mistreated.

Ivanhoe — My grievances seem as naught compared to the hideous treatment which has befallen you, my comrades. I realize now that I was fortunate indeed to escape with my only complaint — the fact that my readers have inevitably skipped over the incomparable literary descriptions which lie between my covers.

Palgrave — I fear me we have all seen better days.

And all have been treated in much kinder ways.

Dictionary — Desist from your futile complaints and stimulate your auditory nerves to receive my harangue. We can in no way benefit by complaining among ourselves as to who has endured the worst treatment.

Macbeth — By the pricking of my thumbs
An inspiration this way comes.

Dictionary — Let us make an appeal to the persecutors themselves. They are not obdurate people, only thoughtless.

Palgrave — Our Dictionary's words are great,
Act quickly ere it be too late.

Dictionary — Come, fellow-sufferers. (*All advance to front of stage.*) Friends, faculty, pupils, lend me your ears. You see us, a totally dilapidated pile of old literature. Your own thoughtlessness is responsible for our present condition. Why do you treat us, who are your greatest teachers, with such slight con-

sideration? We know that deep in your hearts you care for us and respect us, and we plead that our wretchedness and misery may in the future move you to take every step for the preservation and welfare of your books. Accept my deep appreciation of your most kind attention.

Cæsar — Dei Immortales! Here comes the man from the Salvation Army to take us away. Retreat to thy barracks in orderly array. Back in line, Peter Rabbit, and keep your ears at the proper angle.

(CURTAIN)

The assembly can aid in developing appreciations. There can be a fostering of an appreciation of the necessity of basing conclusions on facts, of seeing the other fellow's point of view, of recognizing the desirability of such regulations, in school and out, as make for present and future living; and appreciation of the arts — not simply fine arts, but all the arts whereby man lives. Dr. H. M. Swartz has pointed out a clear example of an assembly that was called to consider plans for further organizing and directing the social hour, and other high school social functions in one school.

The president of the council announced the purpose of the assembly. The conditions under which the social hour and other parties could be carried on was presented by the junior class president. The responsibility of pupils in seeing that social proprieties were understood and observed was discussed by the president of the senior class. The financial side — the desirability and necessity of limiting expense — was presented by the treasurer of the council. Recommendations of the student council and directions for further discussion in the home-rooms, including the final voting to accept, modify, or reject the council's recommendations were offered by the council president. Results: A keener appreciation by the pupils of what to do and how to do it as expressed in a constructive policy which they had a real part in making.

The Tower Hill School devoted an assembly to the presentation of class work that traced and illustrated the art

of writing in some ten different stages since the cave man built his cairn. The same school, along with many others, has presented "living pictures" as a means of appreciating famous paintings. Tower Hill was especially fortunate in being able to present the work of seven well-known artists who live in Wilmington and most of whom were present at the assembly. Lillian Allen, in working out assembly programs for rural schools in Montgomery County, Alabama, found that the following pictures made an interesting program: Whistler's "Mother," "The Angelus," "The End of the Day," "The Gleaners," "The Age of Innocence," "The Sower," "The Song of the Lark," "Priscilla," "The Boy and the Rabbit."

Appreciation may be developed so that individual worth triumphs over racial consciousness. Take this example cited by O. E. Long:

In the spring of 1920 in the McKinley High School in Honolulu, there was the usual election of officers. Nineteen races were represented in the student body. One-third of the number were Japanese; another third were Chinese. There was a large group of Koreans. In the world at large there was much antagonism among these peoples. Shantung was on the front page of every newspaper, the plight of Korea was everywhere discussed. Yet in the election, a Korean student sponsored a young man of Japanese ancestry for the position of president of the student body, and in the election it was found that fully two thirds of the Chinese students voted for him.

The school assembly can produce a real democracy. Such a democracy is based on appreciation — an appreciation sometimes more in evidence in youth than in age.

The assembly period is used by many schools for the installation of all-school officers, but some schools do not give this ceremony the dignity and intellectual earnestness it deserves. The William Penn High School for Girls, Philadelphia, as was pointed out in the chapter on the

Council at Work, uses an assembly period for the serious business of installing school officers.

Special days. The assembly period may be used to celebrate special days in the life of the school, community, state, or nation. There are so many special days and special weeks that the school cannot undertake to celebrate them all. Intelligent selection must be made as to what special days or weeks will be celebrated. If every aggressive minority could have its way, the school assembly would be devoted to a score of special weeks, and a still greater number of special days. Such celebrations as do exist should grow out of the life of the school.

The people of the United States have some great days, such as: Armistice Day, Thanksgiving, Christmas, the birthdays of Lincoln and Washington, Arbor Day, Memorial Day, Commencement Day. There are many men and women in science, in literature, in patriotic and in human service within and outside of the nation worthy of admiration and devotion. There are great ideals, such as religious freedom, equal opportunity for all, government of the people, by the people, and for the people. How are these great days and great ideals commemorated in the schools?

The observations of our great days are frequently trivial, often perfunctory. There is often little of intellectual content, of beauty, of emotional earnestness, or of spiritual exaltation. Thanksgiving celebration is too often a farce with a few ridiculously made-up Indians and comedy Pilgrim Fathers. An outside speaker, frequently one who knows little more than he learned long ago in the eighth grade, attempts to talk about the Father of His Country. This nation does stand for great ideals, but no one who attends our usual school celebration of what ought to be Great Days would ever suspect it. So frequently the pro-

gram is dull, the pupils are bored, and the teachers take refuge in the back seats.

In so far as possible the pupils themselves should share in the planning, in the development, and in the presentation of the program. Teachers as well as pupils should participate. So many of us teachers are so self-conscious, so tongue-tied, such bundles of inhibitions, that often we should be utterly miserable in attempting to do ourselves what we should like our pupils to do.

There is with us a firm belief that pupils are educated by what they do; that it is not what the teacher gives, but what the pupil gets that counts. So strong is this belief that the ideas presented by F. H. Hayward in England in 1919 and 1920 would not be easily accepted. In the *Spiritual Foundations of Reconstruction*, he pleads for "a national school liturgy of the Bible, literature, music, and ceremonial" in "a system of school celebrations, intended as improvements on the existent Empire Day, Shakespeare Day, and Saint David's Day Celebrations, and as vast extensions of the principle they embody." The teachers, as a rule, aided by "representatives of all sects, parties, professions, movements, etc., are to present the material." "Day after day the child would hear the best portions of the Bible read impressively as well as other splendid passages of poetry and prose; he would be familiarized with several hundred of the choicest pieces of music; once a week (say) he would witness or take part in a celebration, ceremonial, or piece of pageantry in honor of a great personage (Saint Paul, Alfred the Great, Joan of Arc, Saint Francis, George Washington) or a great idea (the League of Nations, France, Agriculture, Science, Freedom)." This idea was elaborated, refined and further developed in a "First" and in a "Second Book of School Celebrations" in 1920. Here is a real idea worked out

with much concrete material. The pupils in this plan are too passive for American schools. One does not have to accept the plan Mr. Hayward has worked out, but every one interested in school assemblies should think through the ideas presented in these three volumes.

Something of the same idea Mr. Hayward has presented has been worked out in this country. Miss Mattoon and Miss Bragdon, in their *Services for the Open*, have developed this idea for summer camps. Several schools in developing celebrations for our Great Days have consciously or unconsciously hit on something of the Hayward plan. Take this celebration of Memorial Day, 1925, in the Central High School, Tulsa, Oklahoma. In the order of ceremony in the printed program, Part One was devoted to the "Tulsa High School World War Roll of Honor," in which the names of some one hundred and fifty men were listed. Following the invocation by an invited clergyman and patriotic selections by the high-school band, Part Two of the program was as follows:

PART II

OUR SOLDIER DEAD

JOE CARSON

"Greater love hath no man than this, that
he lay down his life for his friends."

They are not dead who live
In hearts they leave behind
In those whom they have blessed
They live again.
And shall live through the years
Eternal life and grow
Each day more beautiful
As time declares their good,
Forgets the rest and proves
Their immortality.

Girls' Glee Club.....George Oscar Bowen, Director
 America the Beautiful
 Tribute to the Soldiers

Bugle Call

Reading.....Calvin Tinney
 The Blue and the Gray, by F. M. Finch

Solo.....George Oscar Bowen
 There is no Death

Responsive Reading (all standing)

1. "Come, let us give thought to those of ours, whether they lie under the lilies of Flanders, in ocean's vast depths, in allied or our own dear land, who at the call of their country's going forth, left all who were near and dear, endured hardness, faced danger, and finally passed out of the sight of man by the path of duty, that we might enjoy the fruits of freedom as understood by Americans." — Tulsa Joe Carson Post No. 1.
2. "Let us see to it that their names and deeds be not forgotten by those who come after."
1. "How sleep the brave who sink to rest
 By all their country's wishes blest!
 When spring with dewy fingers cold
 Returns to deck their hallowed mold,
 She shall there dress a sweeter sod
 Than Fancy's feet have ever trod." — Collins.
2. "God of our fathers, known of old,
 Lord of our far-flung battle-line
 Beneath whose awful hand we hold
 Dominion over palm and pine,
 Lord God of Hosts, be with us yet
 Lest we forget — lest we forget!" — Kipling.
1. "Preserve us from the arrogance of prosperity."
2. "Extend among us true and useful knowledge."
1. "Keep the United States in Thy Holy protection."
2. "Incline the hearts of thy citizens to cultivate a spirit of subordination and obedience to government." — Washington.

Oath of Allegiance:

"I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one Nation, indivisible, with Liberty and Justice for all."

1. "Our government rests upon religion. It is from that source that we derive our reverence for truth and justice, for equality and liberty and for the rights of mankind — unless the people believe in these principles they cannot believe in our government." — President Coolidge.
2. "Incline the hearts of thy citizens to cultivate a brotherly affection and love for one another."
1. "Dispose us all to do justly, to love mercy, and to demean ourselves with that charity, humility and pacific temper which were the characteristics of the Divine Author of our blessed religion, and without a humble imitation of whose example in these things we can never hope to be a happy nation." — George Washington.
2. "The hopes of mankind cannot be kept alive by words merely, by constitutions and doctrines of right and codes of liberty."
1. "The object of democracy is to transmute into the life and action of society the self-denial and self-sacrifice of heroic men and women willing to make their lives an embodiment of right and service and enlightened purpose." — Woodrow Wilson.
2. "The good citizen must in the first place recognize what he owes his fellow citizen."
1. "If he is worthy to live in a free republic, he must keep before his eyes his duty to his nation, of which he forms a part." — Theodore Roosevelt.
2. "Our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal.
1. "It is rather for us to be here dedicated to the great task remaining before us — that from these honored dead we take renewed devotion to the cause for which they gave the last full measure of devotion — that we here highly resolve that these dead shall not have died in vain.
2. "That this nation, under God, shall have a new birth of freedom;

1. "And that government of the people, by the people, for the people shall not perish from the earth." — Lincoln.
2. "Remove not the ancient land-mark which thy fathers have set." — Proverbs 22:28.

Glee Club Response:

TO THEE, O COUNTRY

To thee, O country, great and free
With trusting hearts we cling;
Our voices tuned by joyous love,
Thy power and praises sing.
Upon thy mighty, faithful heart
We lay our burdens down,
Thou art the only friend
Who feels their weight without a frown.
For thee we daily work and strive,
To thee we give our love;
For thee with fervor deep we pray,
To Him who dwells above.
O God, protect our native land,
Let Peace, its ruler be.
And let her glory light
The way to make the whole world free!

Anna Eichberg Lane.

Reading: "Vision of the Past and Future" Mark Ballard

Response: Girls' Glee Club:

Our fathers' God, to Thee,
Author of liberty!
To Thee we sing;
Long may our land be bright
With freedom's holy light;
Protect us by thy might,
Great God, our King.

TAPS

Day is done, gone the sun,
From the lake, from the hills, from the sky,
All is well, safely rest, God is nigh!

This Memorial Day at Tulsa combined participation of the entire school in the expression of worth-while ideas. Music, in varied form, used again and again, heightened the emotional content. This assembly was really a planned structure. Here is intellectual recognition of the ideal of service, beauty, emotional earnestness, and probably spiritual exaltation. The situation was favorable for every one to participate. Should there be a more widespread development of this type of assembly?

The assembly can aid in administrative routine. There can be announcements, reports of committees of faculty or pupils, of interest to the whole school, directions from the office, or from the student council, and discussion of whole-school questions, in a town-meeting type of assembly. While announcements may be made by the principal or teachers, by a pupil representative of the group most concerned, or by the reading of the daily or weekly calendar of events, an increasing number of schools have all announcements mimeographed in the daily bulletin sent to all home-rooms. This daily bulletin plan makes for efficiency and saves time. In schools where such a plan prevails, there may still be some very few announcements to be made in assembly — the more skillful the administrator, the fewer. Campaigns or rallies may be inaugurated in assembly and carried on in the home-rooms, or started in the home-rooms or elsewhere, and brought to a climax in assembly. Problems involving whole-school policy may profit by planned yet free discussion in assembly. While this town-meeting assembly is probably the most difficult of all types — difficult to ensure real discussion and economy of time — it can be of real worth if discussion has previously been developed in home-rooms. In any case, it requires wise planning.

Outside speakers. Assembly speakers may occasionally

be drawn from outside the school. Such speakers can sometimes help to solve common problems of pupils, or set standards or correct misbeliefs. Such outsiders wisely selected and properly "primed" can, of course, bring new material, or possibly a new point of view, or a new technique. This is quite true of artists, especially musicians, but outside speakers should not be brought in unless the subject-matter is in a definite, planned way connected with the work going on in the school, or unless the topic and the *way it is presented* will be of immediate value in giving a new direction to some phase of school life. Many speakers, in vocational guidance, for example, have exceedingly worth-while material, but not all of them have the ability to present it so high school pupils get it. High school principals and teachers should be relieved of the pressure from the outside to let every famous visitor who comes to town speak in assembly. Certainly every speech that is to be made in assembly should be gone over with the chairman of the committee in advance. The introduction of the right outside speaker, at the opportune time, can be of real service, but too often the utilization of an outside speaker is just a lazy way of neglecting an educational opportunity.

Music. In planning assemblies the music, naturally, must be taken into account. Some schools that give academic credit for work in the orchestra schedule orchestra rehearsal the period just before the assembly. By such a plan the musicians are in place, ready to play for assembly, and everybody's time is conserved. According to the mistaken zeal of some song leaders, the assembly is just another teaching period. In senior high schools where it is possible, it may be wise to have the assembly seated so as to promote part singing — basses, tenors, sopranos, altos grouped together. Song slides thrown on a screen may en-

sure a good singing position, a united effort, and economy of time. Not every song leader, however, has the technique for using slides. In any event, there can and should be magnificent singing of worth-while music. In the *Philadelphia Survey*, the present writer said:

The assembly music, especially the singing, is the most important single assembly activity. Such leadership should be given that the pupils not only sing but are proud of how well they can sing. Well selected standard songs and hymns should be committed to memory, and sung so well that the whole school looks forward eagerly not only to the special assembly "sings" but to this part of every assembly program. In the singing every member of the school can participate. The aim of the music is to furnish enjoyment, cultivate musical taste, wake up, unify, and inspire the whole group. The song leader can bring the group into the right mood to appreciate the other parts of the assembly program and to begin or continue their day's work. The orchestra, original compositions, solos by pupils or outside artists, may aid in elevating taste and exploring new beauties in tone or interpretation or entire new fields of music, but the great morale building is the singing of the whole group. It is the singing school that makes for the happy school. Singing should be the one event that is a part of every assembly.

Planning assemblies. Only a few of the two-score purposes of the assembly enumerated have been discussed in any detail. However, if the theory presented and the illustrations chosen are thought through, the reader can go on working out the detailed theory and supplying the illustrations for himself.

If the school exists to educate the pupils, it is wise to enable the pupils to share in the educative experience of developing and presenting assembly programs. It seems to be an intelligent and an increasingly widely accepted plan to have an assembly committee, composed of teachers and pupil representatives of the student council, to guide the development and presentation of assembly programs.

Any home-room, class, club, principal, teacher, or pupil activity can request this committee for a place on the assembly program. The committee, after determining the interest, worth, and timeliness of the proposed program and its readiness for presentation, can grant or deny the request. It is the business of such a committee to work out a constructive plan for assemblies. In home-room, in class meetings, in the council, in faculty meetings, this constructive plan will be discussed and probably modified. In the end, the committee has the privilege and duty of promoting the development and presentation of assembly programs that carry out the constructive policy adopted.

Because of its possibilities, the assembly can be a vital part of any plan of pupil participation in government. In some cases, the assembly has not yet adjusted itself effectively to the social aims of education and to efficient school administration. However, in many schools, by a coöperative effort of principals, teachers, and pupils, the assembly is a constructive part of the socializing process.

QUESTIONS

1. What part can the assembly play in pupil participation in government?
2. Of the forty claims made for the assembly in this chapter, which ones do you accept? — reject? — modify? What additional claims do you make?
3. Of the sixteen adverse criticisms of the assembly cited in this chapter, which are true, partly true, untrue, of the high school you know best?
4. Historically, by what steps has the roll call or chapel become the present school assembly?
5. In what ways, if at all, did the "Morning Exercises" of the Francis W. Parker School have a socializing influence?
6. What is current practice as to the source of assembly programs in the high school you know best? How does this practice compare with that cited by Davis, by Long, and by Evans?

7. In what respects do the recommendations of the assembly in the *School Survey*, Philadelphia, fit the school you know best?
8. How much does an assembly cost in total number of hours of pupil's time? — of teacher's salary? — of building construction?
9. How frequently, if at all, should there be an assembly?
10. In addition to the seven illustrations in this text, what examples can you cite of the assembly's participating in the formation of public opinion?
11. In what ways can the assembly aid in exploring the school to itself? Can you cite examples, other than those in this text, that help you think through this phase of the assembly?
12. How does a school become integrated? What part can the assembly play?
13. How important is this "broadening and deepening of interests" during high school years? What part, if any, can the high school assembly perform?
14. Are high school pupils critical-minded? Should the school attempt to develop appreciations? If so, how? In what ways, if any, can the assembly aid?
15. What special days should the school celebrate? What persons or agencies shall determine these days? — on what basis? How, in accordance with your theory of the assembly, shall the days selected, be celebrated?
16. Under what circumstances, if at all, should announcements be made in assembly? Who should make them? Why?
17. Under what circumstances should outside speakers be invited to take part in the assembly program?
18. What is your theory of the assembly?
19. What organization is desirable to carry out the theory of the assembly that you accept?

CHAPTER X

SCHOOL CLUBS

Three questions. In dealing with clubs, three questions present themselves: What are present conditions? What is a desirable state of affairs? How is this desired state of affairs to be realized? To express the idea differently: Where are we? Where do we want to go? How are we going to get there?

What kinds of clubs exist in high schools? Probably every one, as a result of the presence or absence of some kind of a working philosophy of education, has some theory regarding what to do or not to do in respect to clubs in a particular high school. However, if one is to think out a really constructive program and develop it, one must take into account the present state of affairs. To answer the question, What kinds of clubs exist in high schools? four studies are considered here in getting at least a partial answer to this question: a study of handbooks, non-athletic pupil activities, broadening and finding courses, and the clubs in one junior high school.

Clubs listed in high school handbooks. A survey of the kinds of clubs listed in one hundred senior high school handbooks, chosen at random, resulted in a list of 1372 clubs. It was possible to classify these clubs under twenty-eight headings.

The committee of the author's students who classified these 1372 clubs started with no preconceived classification in mind, but grouped the clubs in the general divisions into which they seemed, by an account of their activities, to fall. As may be noted in order of frequency, beginning with the highest, they are languages, music, athletics,

254 EXTRA-CURRICULAR ACTIVITIES

KIND OF CLUB	NUMBER	KIND OF CLUB	NUMBER
Agriculture.....	8	Mechanics.....	6
Art.....	57	Military.....	15
Athletics.....	116	Music.....	174
Classical.....	13	Photography.....	13
Commercial.....	31	Public Speaking.....	7
Debating.....	67	Radio.....	39
Dramatic.....	67	Religious.....	1
Games.....	15	School Service.....	40
Home Economics.....	34	Social.....	32
Honorary.....	31	Social Science.....	56
Journalism.....	18	Social Welfare.....	115
Languages.....	192	Science.....	104
Literary.....	78	Stamps.....	12
Mathematics.....	19	Vocational.....	9

social welfare, and so on. Forms of pupil participation in government were not considered as clubs. In ten years from now this order will probably be greatly changed. Many forms of musical activity, for example, are tending to become a part of curricular activities. Music is growing into the curriculum. In accordance with the theory that wherever possible extra-curricular activities should grow out of curricular activities, language clubs will probably become more frequent. Thus, it may be seen, two different tendencies, but not necessarily conflicting tendencies, are evident in any study of clubs at the present time.

Non-athletic pupil activities. Rohrbach's study of *Non-Athletic Activities in Secondary Schools*,¹ as reported in 1925, has resulted, so far as the field studied is concerned, in the most complete enumeration and analysis that has been made. This Doctor's Thesis is based on Rohrbach's personal study of (a) 134 schools (73 senior high, 27 junior high schools, 34 private schools); (b) questionnaire returns from 127 junior high schools in 83 cities in 32 states; (c) 6721 pupil replies from 48 schools (30

¹ Rohrbach, Q. A. W. *Non-Athletic Student Activities in Secondary Schools*. Westbrook Publishing Company, Philadelphia.

senior high schools, 8 junior high schools, and 10 private schools). From this study the present author has set down the following classification of non-athletic pupil activities:

CLASSIFICATION OF NON-ATHLETIC STUDENT ACTIVITIES

I. *Language and Literary Activities*

A. English clubs for the study of the written or printed page:

- (1) Story-telling clubs; (2) authors, clubs; (3) writing clubs;
- (4) clubs for cultivating an appreciation of literature;
- (5) contemporary literature clubs; (6) English clubs for the critical study of literature.

B. Oral English Clubs:

- (1) Public speaking; (2) forum; (3) debating; (4) dramatics; (a) dramatic production; (b) dramatic observation.

C. Foreign Languages and Literature Clubs:

- (1) Ancient languages — Latin, Greek, Hebrew, Viking;
- (2) modern languages — French, Spanish, Italian, German, Scandinavian.

II. *Science Clubs*

A. Pure science:

Mathematics club — not to be confused with applied mathematics club, trigonometry, Helleno-Mathetæ and rithmomachie clubs.

B. Applied science activities:

- (1) (a) General science; (b) biology and nature-study clubs, including such clubs as Audubon and Agassiz societies, bird, naturalists, wild flower, tree, astronomy, and geology clubs; (c) agriculture, including pig, poultry, calf, sheep, colt, stock-judging, garden, corn, and other clubs; (d) applied mathematics, including surveying clubs; (e) chemistry clubs; (f) physics clubs.

- (2) Social science clubs: (a) History — including United States, ancient, medieval, and modern history, English history, economic history, history of art, or music, or architecture, or any phase of these divisions

of history; (b) biography clubs; (c) historic shrines clubs, including Know Your City, Historic Research, Historical Building, and Quaint Homes Clubs; (d) Historic dramatization clubs; (e) Civics clubs — school civics and patriotic civic clubs.

III. *Art Activities:*

A. Fine arts:

- (1) Auditory Arts Activities: (a) orchestra, (b) band, (c) glee clubs, (d) school chorus, (e) music appreciation clubs.
- (2) Visual Arts Activities: art, sketch, art collectors, camera, cartoon, poster, art appreciation, æsthetic dancing, also art collectors and antiquarian clubs and designing clubs.

B. Mechanic arts activities:

- (1) Mechanical drawing; (2) blue-printing; (3) printing; (4) shop clubs — including carpentry, wood-turning, cabinet-making, forging, and metal-working clubs.

C. Commercial activities:

- (1) Business correspondence clubs; (2) stenographic and typing clubs; (3) office practice clubs — including the school bank; (4) market clubs; (5) the commercial clubs of two types — for those with, and for those without, commercial training.

IV. *Home-Making Activities:*

- #### A.
- (1) Needlework clubs, such as embroidery, crochet and knitting clubs; (2) millinery clubs; (3) sewing circles; (4) fashion clubs; (5) home nursing clubs; (6) cooking clubs, including camp cooking; (7) rural projects clubs such as gardening, poultry, canning, preserving, dairying clubs; (8) textile and reed-craft clubs.

V. *Student Participation in the Management and Control of the School:*

A. Coöperative administrative councils or associations.

B. Adjunct administrative and advisory activities:

- (1) Home-room; (2) monitorial staff; (3) garden aides; (4) repair clubs; (5) senior guides, big brothers, big sisters, pupil class sponsors; (6) Hi-Y; (7) booster clubs; (8) bulletin board.

C. Assembly.

D. Class organizations.

E. Local welfare activities:

- (1) Boys' club; (2) Boys' and girls' leagues; (3) student aid clubs; (4) first-aid clubs.

VI. *Honor Organizations:*

- (1) Phi Beta Sigma Society; (2) Cum Laude Society; (3) Oasis Society; (4) Arista Society; (5) Mimerian Society; (6) Pro Merito Society; (7) Ephæbian Society; (8) National Honor Society; (9) Local Honor Societies — T.N.T. Club, Torch Society, Order of the Daisy, leaders' clubs.

VII. *Welfare and Social Activities:***A. Welfare activities:**

- (1) Boy Scouts of America; (2) Girl Scouts; (3) Junior Red Cross; (4) Camp Fire Girls; (5) College settlement Clubs; (6) Social Workers' Club; (7) Hospital Auxiliary; (8) Gift Clubs.

B. Religious and moral training activities:

- (1) Girl Reserves; (2) Hi-Tri Club; (3) Junior Y.W.C.A. Club; (4) Hi-Y Club.

C. Social intercourse activities:

- (1) Parties and dances; (2) De Molay Club; (3) college clubs; (4) fraternities; (5) etiquette clubs.

VIII. *Unclassified Activities:***A. Miscellaneous Clubs:**

- (1) Health clubs; (2) walking clubs; (3) travel clubs; (4) Know Your City, or Your Country, clubs; (5) guidance or success clubs; (6) recreation clubs.

B. Publications:

- (1) Handbook; (2) Annual; (3) Magazine; (4) school newspapers; (5) school and departmental bulletins.

If athletic clubs are omitted and forms of pupil participation in government are considered as clubs, this classification by Rohrbach of existing kinds of clubs under eight headings, goes a long way toward answering the question, What kinds of pupil activities exist in secondary schools?

Activities in relation to broadening and finding courses in the junior high school. Dr. H. B. Bruner,¹ in an ex-

¹ Bruner, H. B. *The Junior High School at Work*. 1925.

periment carried on at Okmulgee, Oklahoma, included some sixty to eighty of these activities or clubs in the school each year. Such clubs were included as: agriculture, ancient history, art history, banking, Batik, bird, Burbank, camp-cooking, cartooning, catering, city sanitation, costume, courtesy, current history, debating for boys, debating for girls, dramatic, fancy work, first aid, floriculture, football, geometric design, going-to-college, gym pyramid and tumbling for boys, gym club for girls (games, folk-dancing, and drills), handiwork, home economics, industrial, interior decoration, keeping fit (one club for boys, another for girls), Kodak, library methods, Little Theater, magazine, marketing, mathematics (for games and recreation), movie (showing educational and instructive pictures), mythology, needlework, novel (reading and discussing novels of particular interest to girls), Oklahoma folk-lore, oral reading, patriotic, The Spirit Stokers (handling public functions of the school), poetry, printing, public speaking, radio, reading, reed basketry for boys, social service, school advertising, science play, scrapbook, short story, sociology (including excursions to points of interest in the city), teachers' training (for pupils who intend to be teachers), tennis, travel, stars (astronomy), writers, woodcraft and archery for boys. In addition there were Boy Scouts and Camp Fire Girls and Hi Girl Reserves groups, beginners' band, beginners' orchestras, glee clubs (one for boys, another for girls), double quartet (one for boys, another for girls), Excelsior and Ciceronian literary societies, and the student council.

There was a desire in some cases to grow the club out of a curricular activity. For example, activity in the Woodcraft and Archery Club for Boys, consisted of: the study and history of archery; the material used in the construction of bows and arrows; the actual construction of bows

and arrows; a contest in archery in which the winner received his bows and arrows as his prize while other members of the club had to pay for material used.

In estimating the worth of these activities Dr. Bruner says:

Through these activities, excursions may be taken into many fields which would otherwise be untouched, because of the limited time at the pupil's disposal. Coming as they do at a period especially set aside for them, when no regular classes are in session, they are open to every pupil in the high school.... Quite often teachers have asked to be permitted to offer activities in fields other than their own. This practice has led to true leisure-time enjoyment on the part of both the instructor and the pupil.

Dr. Bruner, after carrying on the experiment for five years, concluded that for enrichment purposes the so-called activities were of equal importance with the broadening and finding courses.

Clubs in one junior high school: departmental sponsoring. Shall each department of the school assume responsibility for growing clubs out of the work of that department or shall there be a sponsor-as-you-please policy? In thinking through this problem, the successful practice in one school may be of some service.

In the Holmes Junior High School of Philadelphia, a co-educational school of seventeen hundred pupils in 1924, and a faculty of fifty teachers, the following plan was carried out in classifying the seventy-eight clubs in the school:¹

I. Clubs Sponsored by the English Department (18)

- | | |
|---|---------------------|
| A. (1) The Nautilus (the school magazine) | (4) Poetry |
| (2) Reporters | (5) Advertising |
| (3) Scribblers | (6) Junior Salesmen |

B. Guidance Clubs

- | | |
|---------------------|-----------------------|
| (7) 1. Success Club | (8) 2. Publicity Club |
|---------------------|-----------------------|

¹ Thomas-Tindal, E. V., and Meyers, J. D. *Junior High School Life*, pp. 192-281. By permission of The Macmillan Company, publishers.

C. Public Speaking and Dramatic Clubs

- | | |
|------------------------------|------------------------------|
| (9) 1. Public Speaking Club | (12) 4. Senior Dramatic Club |
| (10) 2. Debating Club | (13) 5. Scenario Club |
| (11) 3. Junior Dramatic Club | |

D. Cultural Clubs

- | | |
|--------------------------|----------------------|
| (14) 1. Story Hour Club | (17) 4. Library Club |
| (15) 2. Shakespeare Club | (18) 5. Book Lovers |
| (16) 3. Mythology Club | |

II. Clubs sponsored by Foreign Language Department (3)

- | | | |
|----------------------|---------------------|--------------------|
| (19) 1. Spanish Club | (20) 2. French Club | (21) 3. Latin Club |
|----------------------|---------------------|--------------------|

III. Clubs sponsored by Science Department (14)

- | | |
|-------------------------------|-----------------------------------|
| (22) 1. Junior Chemistry | (29) 8. Club of Applied Mechanics |
| (23) 2. Senior Chemistry | (30) 9. Geology |
| (24) 3. Practical Household | (31) 10. Know Your City |
| (25) 4. Ernest Thompson Seton | (32) 11. Travel |
| (26) 5. Bird Club | (33) 12. Postage Stamp |
| (27) 6. Wild Flower | (34) 13. National Geographic |
| (28) 7. Astronomers | (35) 14. Geographic Research |

IV. Clubs sponsored by Departments of Social Studies (5)

- | | |
|---------------------------|-----------------------------|
| (36) 1. Civic Publicity | (39) 4. Historic Pilgrimage |
| (37) 2. Historic Research | (40) 5. Inventors |
| (38) 3. Contemporary | |

V. Clubs sponsored by the Department of Mathematics (7)

- | | |
|-------------------------------------|---------------------------------|
| (41) 1. Club of Applied Mathematics | (45) 5. Junior Office Practice |
| (42) 2. Business Correspondence | (46) 6. Chess |
| (43) 3. Junior Financiers | (47) 7. Mathematical Recreation |
| (44) 4. Mathematical Wrinkles | |

VI. Clubs sponsored by Art Department (5)

- | | |
|------------------------|-----------------------------------|
| (48) 1. Art and Sketch | (51) 4. Camera |
| (49) 2. Handicraft | (52) 5. Poster and Commercial Art |
| (50) 3. Art Collectors | |

VII. Clubs sponsored by Music Department (3)

- | | |
|----------------------------|-------------------|
| (53) 1. Music Appreciation | (55) 3. Glee Club |
| (54) 2. School Orchestra | |

VIII. Clubs sponsored by Department of Mechanical Arts (6)

- | | |
|--------------------|--------------------------|
| (56) 1. Repair | (59) 4. School Equipment |
| (57) 2. Blue Print | (60) 5. Gift |
| (58) 3. Air Craft | (61) 6. Radio |

IX. Clubs sponsored by the Home Economics Department (5)

- | | |
|-------------------------------|---------------------------|
| (62) 1. Luncheon | (65) 4. Little Mothers |
| (63) 2. Marketing and Serving | (66) 5. Holmes Sweet Shop |
| (64) 3. Camp Cookery | |

X. Clubs sponsored by Department of Domestic Arts (4)

- | | |
|--------------------------------|-------------------------|
| (67) 1. Household Textile Club | (69) 3. Millinery |
| (68) 2. Dressmakers | (70) 4. Art Needle Work |

XI. Clubs sponsored by the Department of Physical Education (6)

(71) 1. Dancing

(74) 4. Seasonal Games

(72) 2. Hiking

(75) 5. Leaders

(73) 3. Swimming

(76) 6. First Aid

XII. Clubs providing Social and Ethical Training (2)

(77) 1. Etiquette

(78) 2. Willing Workers

In these seventy-eight different clubs in the Holmes Junior High School it may be pointed out that seventy-six clubs are sponsored directly by eleven departments of the school. The largest number of clubs, eighteen, is sponsored by the English Department. Probably to one who has in mind the monopoly once held in the club field by the old-style literary society, the most striking new feature is the fact that sixteen of the clubs are sponsored by the Science Department. It is true that Know Your City Club may not belong to the Science Department as peculiarly as the Air Craft and Camp Cookery belong, respectively, to the Departments of Mechanical Arts and of Home Economics. The aim here, however, is to bring out the list of clubs and by what department each is sponsored.

The extra-curricular in one school becomes curricular in another. While the two classifications of clubs in high schools and the sponsorship and lists of clubs in two junior high schools have been given, neither these nor any other lists can indicate, adequately, the wavering line of demarcation between curricular and extra-curricular activities. In one school the orchestra is extra-curricular, while in the Lakeview High School, Chicago, it is a curricular activity and meets regularly five times a week. The school newspaper is still an extra-curricular activity in many schools; yet in the South High School, Cleveland, and in scores of other senior high schools, it is a curricular, accredited activity. Dramatic activities in some schools are extra-curricular, even achieving a dizzy height of folly in the traditional senior play. In other schools dramatic activities

are a regular part of the accredited offerings of the English Department. Athletic teams and contests are older than Departments of Physical Education and as yet may, or may not, constitute a part of the program of physical education. The point here is not to attempt to indicate what should be done, but to point out that what is extra-curricular in one school may be curricular in another. In fact, practically everything that is now curricular in the senior high school was at one time extra-curricular.

What activities may become curricular? Some schools, such as the senior high school at Tulsa, Oklahoma, have placed great emphasis on curricularizing extra-curricular activities. In that school getting out the senior class annual is a curricular activity. It may be that in time in all schools such activities as debating, dramatics, school publications, glee clubs, orchestras, and athletics will become curricular. The trend is in that direction. It is difficult, however, to see how such an activity as the student council or the assembly can ever become a curricular activity. It may be that to curricularize all activities is an invitation to pioneering youth to move out to a new frontier and establish a new line of activities. The end is not yet, and no one knows to what extent the high schools of the future may include, or be based on, what is now considered a legitimate activity of the school, but not included in the regular curricula.

Clubs and literary societies. Clubs and the older literary societies present some definite contrasts in such phases of their work as provision for individual differences of pupils, in membership, and in constructive school policy. The recognition of these contrasts in present club organization and the older literary society is necessary if one is to appreciate the direction in which the club phase of extra-curricular activities is moving.

The literary society was, and in some schools still is, a kind of omnibus type of present club activities. It makes, and has made, possibly unconsciously, some provision for individual differences by including in one organization a wide range of activities, such as recitations, declamations, impromptu speeches, orations, essays, debating, dramatics, book reviews, "a paper," music, and so on. The literary society, as the name implies, was devoted to "literary" effort — to some form of talking, writing, or interpreting. The club scheme, especially in the larger junior and senior high schools, attempts to provide for individual differences by a wide variety of clubs, with each club devoted to a particular activity. One has only to think through the wide range of present club activities to recognize that many of them are not, and in the nature of the case cannot be, included even in the "omnibus type" of the older literary society program. For example, the wide range of clubs that grow out of the present enriched science curriculum do not fit into the idea of a literary society. In working out the club idea there is a conscious attempt to provide a situation wherein every phase of curricular life in a progressive school can express itself, in part, in a club activity.

In respect to membership, the literary society determined its membership usually by the vote of its members and in many cases had such elements of the fraternity as rushing, pledging, and secret balloting. On becoming a member, one remained a member for his life in the institution. "Once a Philomathean always a Philomathean" was a familiar slogan. It is not at all necessary to have a Greek name for an old-style literary society or club to develop many of the undesirable characteristics of a high-school fraternity. The literary society, in its rivalry with the few similar organizations in the same school, was usually as large as its members could make it. According to

the club scheme, a pupil can join the club of his choice or, by meeting such fairly definite objective requirements as the nature of the club requires, such as certain abilities in French, or certain knowledge of birds, or certain scholarship requirements, or not belonging to too many other clubs. If there are too many applicants for one particular club, additional sections of the club, each with a teacher-adviser, are formed, so as to keep the club about the size of the usual class in the school. Thus, at one time in the South Philadelphia High School for Girls there were eight sections of the Know Philadelphia Club. In order that clubs may be exploratory of pupils' interests and abilities, the policy usually advocated provides a favorable opportunity for pupils to change clubs every semester or at least every year. In arranging the situation so that it is favorable to the pupils' being interested in the activity for which the club exists rather than possibly being interested in a social clique, some schools, especially girls' schools, have arranged that pupils shall belong to two clubs at the same time. This is accomplished by having the clubs meet every two weeks. Thus, a pupil may belong to the Poster Club, which meets the sixth period the first and third Wednesdays, and the Modern Poetry Club, which meets the sixth period on the second and fourth Wednesdays.

In constructive policy, where the club idea prevails, the school attempts, without coercion, to provide a club for every pupil and to see that every pupil, even the most diffident, finds his or her place in a club. The literary society usually included only a portion of the school. The school often had no constructive policy for non-members. Clubs, as a rule, are chartered by some central organization, usually the student council, and charters may be, and sometimes are, revoked if the club fails to live up in a rea-

sonable degree to its declared purposes. The present tendency is for the school to provide for club meetings in the regular daily schedule. The literary society met after school or in the evening. The club has a teacher-adviser; the literary society usually had honorary faculty members who did little or no constructive work. Where the club idea prevails, practically every teacher is adviser for some club. By having every club chartered, the school provides a legitimate way, through the student council, by which a representative group of pupils and teachers decides whether the proposed club can render a service to its members and to the school. If the school does not provide a means of chartering pupil organizations, it is providing a favorable opportunity for the kind of situation that produced the high-school fraternity. At the present time, if generous exception be made, the junior high school, and, to a somewhat less extent, the senior high school, has a constructive policy for enabling a pupil, along lines of sound, joyous, educative adventure, to belong to a club of his "very own."

In observing the contrasts in provision for individual differences, membership, and the school's constructive policy, one is impressed with the fact that the club movement is coming in, that the literary society, with some notable exceptions, is dying out, and that schools are organizing, in some cases over-organizing, to profit by whatever of educational value there is, or can be, in the development of school clubs. The *laissez-faire* attitude of many of the older schools permitted some helpful extra-curricular ideas to muddle through. The literary society was one of these ideas. The school with a whole-school constructive policy for organizing and guiding the club life of the school aims to provide so far as possible for the individual differences of all the pupils on a sound educative basis.

Too much organization is possible. In getting away from the historic *laissez-faire* attitude of the school regarding club activities, some aggressive leaders would go to the opposite extreme. Some of these enthusiastic believers in the club idea, with possibly an over-strong administrative tendency, want to prescribe everything for clubs and require membership of every pupil. There is the possibility of a real danger here in over-organization. Some things cannot be decreed. The attainment of that cardinal principle, the intelligent use of leisure time, seems to require a freedom to choose in a situation offering a variety of stimulating, satisfying possibilities rather than to be bound by too much prescription. "Junior citizenship," as Glass puts it, "requires the unremitting, sympathetic, and unobtrusive control of the faculty"; yet, if there is to be growth, the pupil must have freedom to choose.

Clubs and the weekly schedule. Shall clubs as a phase of the school's extra-curricular activities, be recognized as a part of the regular weekly schedule? Together with the home-room and the assembly, they belong in the activities period. While it is usually desirable to have the assembly and the home-room period in the earlier part of the day, there are certain advantages in having the clubs meet in the last regular period of the day. By meeting the last period, clubs with their advisers may go on excursions or continue their activities for a longer period according to the will of the group. As more American schools come to learn, as many foreign schools have already learned, the possibilities in the school excursion, the emphasis on this excursion phase of club activity will certainly increase. In any event, if the school recognizes clubs, and if the ends to be attained by club activity are sound educationally, they deserve a place, as Glass has pointed out, "as an integral of the program of studies and of the schedule of classes."¹

¹ Glass, J. M. *Manual for Junior High Schools of Pennsylvania*. Bulletin 14, 1925.

Against the plan of having clubs meet in a regular school period, some definite objections may be raised. Where the whole school is organized so that all pupils are in their club meetings indoors, or on their club excursions at the same time, and where a pupil can belong to only one or two clubs, the element of a particular pupil's conscious choice may be too limited. It may, as one principal, who has in mind forcing pupils to belong to clubs, points out, "Take away from the pupil, who perhaps needs it most, a study period per week. To him it might seem like compulsory play." This same principal adds, "In our school the club scheme adds materially to our organization difficulties, for there are forty fewer rooms per week in which to distribute the same number of teaching periods." It may also be added that it compels the schools to use as advisers teachers who are not natural leaders, and that it adds an hour a week to their schedule. Other objections may be raised, but an increasing number of schools believe that, in spite of the high cost of spending possibly one thirtieth or more of the school week in clubs, the advantages outweigh the disadvantages, and that a real club program, partly at least in school time, is intrinsically sound.¹

How are clubs included in the regular daily schedule? The accompanying chart shows how the Roosevelt Junior High School, Oklahoma City, Oklahoma, schedules its club meetings.

As the chart of this Roosevelt Junior High School shows, there is a regular daily activities' period. In this period there are two club periods per week. One group of clubs meets on Monday and another on Wednesday, with the result that each pupil can belong to two clubs and that a teacher is adviser of two clubs. Many other schools might

¹ For an interesting discussion of the activities period with arguments chiefly against it, see Blackburn, Laura, *Our High School Clubs*, pp. 23-29.

ROOSEVELT JUNIOR HIGH SCHOOL ACTIVITIES

TEACHERS	ROOM	MOND. 1.15 to 1.45	TUES.	WED. 1.15 to 1.45	THUR.	FRI.
Stubblefield	210	Director of Activities				
Mathews	212	Health	Home-Room 1.15 to 1.45	First Aid	Faculty Meeting 3.15 to 4.15	Assembly 1.15 to 1.45
Phelps	213	Girl Reserve		Nature		
Coffey	Gym	Tumbling		Tumbling		
Breeden	221	Red Skins		Camp Fire		
Emery	223	Pep		Science		
Stubbs	211	Magazine		Short Story		
Grant	206	Red Skins		Study Class		
Meade	205	Art Craft		Study Class		
Drennan	204	Girl Reserve		Scrap Book		
Duncan	210	Advertising		Office		
Wheatley	315	Ukelele	Assembly 1.15 to 1.45	Girl Scout	Home-Room 1.15 to 1.45	
Lydick	313	Needle Craft		Needle Craft		
Brainard	311	Myth		Archaeology		
Aderhold	307	Bird Lovers		Sewing		
Wingo	306	Scribblers		Mystery		
Maynard	305	Study Class		Math. Wrinkles		
Savage	403	Science		Science		
Dyche	104	Junior Ikes		Scout Legion		
Holzappel	404	Astra		Kodak		
Goff	405	Latin		Book Lovers		
Fenn	406	Poster	Assembly 1.15 to 1.45	Palette and Brush	Home-Room 1.15 to 1.45	
M. Montgomery	416	Spanish		Detective		
Ball	415	Travel		Debate		
Smith	407	Safety First		Junior Police		
Horsley	408	Study Class		Adventure		
Draper	409	Girl Reserve		Red Lamp		
Lankford	410	Rough Rider		Rough Rider		
Fariss	411	Host		Newspaper		
Simpson	412	Fashion		Etiquette		
Roberts	402	Girls Glee		Boys Glee		
Ridasch	312	Embroidery	Assembly 1.15 to 1.45	Embroidery	Home-Room 1.15 to 1.45	
Irwin	310	Typing		Library		
Martin	318	Hi-Y		Chamber of Commerce		
Lookabaugh	319	Camp Fire		Musicians		
Pritchard	309	Camp Fire		Philomathean		
Carter	308	Camp Fire		Nature		
Wilkins	304	Girl Reserve		Girls' Gift		
Hayes	303	Little Theater		Roosevelt Players		
Marsh	203	Air Craft		Movie		
Jenner	106	Radio		Manual Arts		
McKimmy	102	Hi-Y (211)	Assembly 1.15 to 1.45	Manual Arts	Home-Room 1.15 to 1.45	
Werth	Clinic	Bible		Busy Bees		
Bridges	107	Inventors		Radio		

be cited that have only one club period in the weekly schedule, some of which provide for the same club to meet on alternate weeks. Terry found that twenty-six schools, or approximately thirty per cent of the junior high schools he studied, provided for the meetings of practically all organizations, except athletic teams, during the regular school day. According to his classification only five of these were small schools, while twenty-one were medium or large

schools. Somewhat more than fifty per cent of the eighty-two schools he studied had practically all meetings of pupil organizations after school.¹ Some senior high schools are in accord with the plan of Tulsa, Oklahoma, whereby all extra-curricular activities have been given a "specific period assignment in either the departmental or the school schedule of recitations." The facts remain that, when all sizes of high schools are considered, the majority of them, and especially of the senior high schools, do not yet have a fully developed constructive plan for high school clubs and that a majority of schools are not yet in accord with the plan of having clubs meet in school time. However, in nearly all of the larger junior high schools clubs meet in regular school time; in the larger senior high schools at least the trend is in the same direction. Organization of the right kind and in right amount, can make for freedom.

Summary of current tendencies. Current practice, as has been pointed out, is emphasizing, increasingly, a wide variety of clubs, sponsored by the school as a whole or by the various departments of the school. This wide variety of clubs, each devoted to a particular activity, is in sharp contrast to the older, omnibus type of literary society. Likewise, the school is tending to abandon its *laissez-faire* policy and develop a constructive club program. Current practice in a majority of the larger junior high schools, and to a somewhat less extent in the senior high schools, is demonstrating *a* way, not necessarily *the* way, of providing for clubs wholly or in part in the regular school day or week. Clubs as a phase of the school's extra-curricular activities are coming to be recognized as an "integral part of the program of studies and of the schedule of classes."

¹ Terry, P. W. *Twenty-Fifth Yearbook*, National Society for the Study of Education, Part II, pp. 33-34. 1925.

Clubs: Section 2. Some theory. What some schools are doing in respect to clubs has been pointed out. Two main questions remain for discussion: first, On what educational theory is this club idea based? And second, How is this theory to be made effective? Education is based on wants and the business of education is to help individuals improve their wants and improve their ability to satisfy these higher wants.

Why do clubs exist? One reason for the existence for clubs is that schools arrange a favorable opportunity for their satisfying existence and guidance. Possibly there is a more fundamental reason.

The instinctive tendency in high-school pupils that results in so many kinds of clubs is perfectly natural. Regardless of the wishes of teachers or parents, clubs or gangs will exist. The gregarious instinct that is so strong in pupils of high school age not only brings them together, but makes them want to belong to some club of their own. The same instinct that fills the adult world with clubs and organizations, fraternal and otherwise, is alive with all its freshness and intensity in the mind and heart of youth.

What will the educator do with this instinctive tendency? It is maintained here that it is the business of parents and teachers to guide this tendency so that pupils will want to belong to clubs more and more worth while. It follows that it is the business of the school through its organization, through faculty advisers, and through the creating of favorable public opinion, to make both desirable and possible those clubs that are satisfying to boys and girls and increasingly worth while from an educational point of view. This instinctive tendency for club activity may be developed so that pupils in their freer associations learn how to work together and how to use their time intelligently. Interests started in the clubs or outside of

them may be used to worthy educational ends. Through these activities there may be training in the formation of right habits, in standards of taste, training in a right direction of the emotions, in gaining worth-while knowledge, and learning how to work with people. There may be hard work and wholesome fun so combined that the pupils, perhaps without knowing it, get a keener insight into the real joy of living. High schools must train for joy in achievement; joy in the solution of problems, social or mathematical. Pupils like hard work if there is joy and adventure in it and if the adult leader works with them; they hate easy, soft work if it is dull and stupid. There must be zest, power, zeal in this mixture of work and play called life. A club for every pupil with a faculty-adviser for every club can be one way of working toward this end.

Organizations outside of the school are learning how to work with this club tendency of youth. Even the enumeration of these organizations would fill several pages. The tendency to form a club is fundamentally concerned in the development of the Boy Scouts of America, with its 629,694 Boy Scouts, not including Cubs or officials, with the 200,307 Girl Scouts and the 202,980 Camp Fire Girls.¹ There is a real need for such agencies as are here enumerated by name, but the work of these organizations is to supplement, not to carry on, the work of the school. In comparison with outside organizations, schools have been slow to recognize the educational possibilities of voluntary club activities.

The school needs a constructive policy. In some high schools, and especially in some older high schools, there is no whole-school planning for the utilization of the pupils' instinctive tendency to form voluntary groups. Some principals either have not recognized and studied the

¹ The membership of the organizations named is for January 1, 1931.

question, or at least have done nothing about it. Clubs spring up, listen to lectures and die, or by happy chance, secure a wise adviser who guides and stimulates the pupils so that they carry on activities interesting and worth while for youth. So often there is no whole-school planning to get all teachers and all pupils into worth-while, constructive activities; rather there is sometimes a repressive, inhibitory attitude. Where teachers, as advisers, and pupils are working together, as they can, there is a tendency to develop such coöperative, constructive work that the whole spirit of the school makes for order and helpfulness. In addition to such coöperative activities as home-rooms, class organizations, student councils, and socialized recitations, a constructive scheme of club organization, in which there is a club for every pupil and a real adviser for every club, is simply one more means of providing in a happy, helpful way for the individual differences of all pupils. If, with educational profit and economy of time, every pupil and every teacher is to share in the benefits of a club program, there must be a constructive policy developed by the whole school.

No constructive policy — What happens? A study of the baffling problem of the school fraternity would be helpful here. However, it must be noted that, by failing to work with youth's desire for a club, schools have not only neglected an educational opportunity, but, in many cases, have become involved in serious difficulty. For example, the rise and development in the last half-century of the secondary-school fraternity has been due, in a very large measure, to the fact that the school has not had a constructive, working social program. There has been a long social and legal struggle on the part of public schools against secret, Greek-letter fraternities in public high schools. It is a perfectly natural tendency for a boy to

desire to be with a group of congenial spirits; to have a ritual, a ceremony, a series of secret signs and grips, whereby one boy may know another as well in mischief as in deeds of valor. The trouble is that boys of this age, working in secret and unguided, often do not develop a worth-while program suited to their needs, but work in opposition to the democratic ideas that ought to prevail in the school. They may waste their time on an empty, and sometimes on a foolish or even vicious, program. It is the business of the educator, not to attempt to kill off the instinct that produces fraternities, but to modify it so that, with satisfying results, it develops into worth-while democratic group activities. Social groups, like-minded in their interests, guided by a wise older person, who guides just enough, but not too much, is a possible solution of the fraternity problem. This solution has often been demonstrated, and is now being demonstrated in many high schools that are guiding their pupils in active participation in the whole program of extra-curricular activities. Where there is a club for every pupil and a wise faculty member for every club, high school fraternities and sororities tend to approach the vanishing point. Entrenched tradition, however, is hard to overcome.

Many pupils and teachers have hobbies. The school, in organizing and planning the work of its clubs, needs to recognize the hobbies of pupils and teachers. The hobby may or may not have much value, either immediate or deferred, but, in any case, it does represent a present interest. In getting a pupil from where he is to where he ought to be, the beginning must be made with him where he is. In practically all cases he is already interested either in leading or following. In club, as in regular class, it is the school's business to get the pupil into a situation where he can succeed, where sometimes he can lead, and where at

other times he must follow. The pupil sometimes wants to spend all his time on his hobby, and, since regular lessons interfere, comes to hate his regular school work. It is necessary for the club itself to guide the member so that his interests are well balanced. With the *laissez-faire* plan that exists in some high schools, such directing of the pupil is impossible.

The pupil's point of view in developing a club program must be kept in mind. Clubs, to be real clubs, have, on the part of their members, so much of idealism, enthusiasm, earnestness, and loyalty that these organizations can be neither decreed nor forced. They must be developed. In their development, the pupils' point of view must be the starting-point; as educators, teachers must so arrange the situation and so guide that the pupil will get from where he is still farther along toward where he ought to be. In the freer association of the clubs, this idea applies with even more force than in the usual, regular organizations dealing with academic subject-matter. In one girls' high school where the clubs met the last period every Wednesday afternoon, one club member gave seven reasons for approving this plan of club meetings:

1. "Until we had clubs in the sixth period, many girls could not be members because they had to work after school."
2. "Clubs develop the social side of our natures — we really get acquainted."
3. "We form new friendships."
4. "We become broader in our views when working in our clubs. We see the other side of the question."
5. "We believe by having a broad generous spirit will come a greater desire to help the community."
6. "If it were not for the clubs, many girls might become extreme individualists."
7. "We obtain recreation from our clubs. Girls need play just as much as they need work."

The pupil's and the teacher's points of view are undoubtedly sometimes quite different, but not so different as their vocabularies sometimes indicate. In the teacher's vocabulary, number seven above would probably become, "Clubs provide an opportunity for training in the intelligent use of leisure." The meaning, however, is essentially the same.

Are clubs just harmless? Some writers have considered clubs as a means of harmless activity. Some clubs have been and are vicious. To get them up to the plane of harmlessness is some improvement. Relatively such an accomplishment might be called good, but it is a good that is the enemy of the best. To consider a club as just harmless is to damn it with even less than faint praise. Since to accomplish the purposes for which clubs exist, they must be voluntary; they must, at the same time, be interesting and worth while from the pupils' point of view. Clubs can help the pupil find new friends and learn how to be a friend by living in such a relation with at least some of his fellows. The pupil wishes to have a good time, to have fun and more fun. The club can help the member through satisfying activity to have fun on a higher plane, possibly in some art club, for example, to attain what the psychologist calls impersonal joys. The club can, and, where a wise, constructive school policy prevails, usually does, supplement the possible range of the pupil's exploratory activities. In fact, the broadening and finding influence of many club activities, while beneficial to the pupil, has helped the school to do the pioneering necessary prior to introducing many of the present elective and required courses. To call a required "remedial," "make-up," or "preventive" subject-matter class, a club, is not at all in line with the idea of a club as presented in this chapter. Clubs do not exist primarily as a means of mastering sub-

ject-matter. It is true that mastery of subject-matter has resulted, in some cases, with almost unbelievable success, but such mastery is not the primary aim in the mind of a club member and should not be of first importance in the mind of the adviser. If some such ends as these enumerated here can be attained, instead of being "just harmless," clubs are one means of real education.

In club activity there can be a favorable opportunity for pupils:

1. *To learn how to work together.* Whether pupils recognize it or not, by work in their clubs they soon learn they must work together or there will be no club. There is opportunity for initiative, for leading or selecting a leader to follow. There is a rich reward in the approval of one's associates for responsibility assumed and for making good, and there is a real sting in failure. One must coöperate or get out.

2. *To explore new fields of interest.* Pupils do explore fields of interest, and fortunately these fields of explorations may lead to higher fields of interest. One "Just-So Club" attended a meeting of the Drama League, and, as one of the girls said, "We were so impressed with the personality of the Shakesperean actor who spoke that we went to hear him in *The Merchant of Venice*." A Recreation Club attended the annual exhibition at the Academy of Fine Arts, and the secretary wrote in the club minutes, "We had a most splendid time, for we were our own critics." A Mathematics Club of boys took a hike, so the club minutes say, "to see geometrical forms of nature." A group of pupils who were going to a performance of Drinkwater's *Abraham Lincoln* read, together with their adviser, poems about Lincoln, and decided they liked best Edwin Markham's *Lincoln, A Man of the People*. Their judgment may or may not be right, but they were thinking, evaluating; they read with a purpose.

Historically the school, consciously or unconsciously, has been exploring through club activity such fields as dramatics, debating, music, athletics, and the school newspaper. So far as the high school is concerned, the activities just cited have grown up, largely, outside of the high-school curriculum. Now these activities are either a part of, or coming to be included in, the regular program of studies. If one considers the development of the past twenty-five years, it seems quite clear that the high school, without conscious intent, has been experimenting in these five fields, with the result that new materials have been added to the curriculum. At present, as every professionally alert high-school leader knows, many phases of new materials in regularly accepted subjects, as well as several subjects almost entirely new, are being considered as more or less worthy of a place in the curriculum. If the school will consciously and critically experiment with proposed new materials and subjects, intelligent curriculum growth is assured. The school clubs, without academic credit, furnish one favorable field for experimentation. There is at present a kind of faith, not based on critical evaluation of results, that clubs do supplement the accepted curriculum. However, with some notable exceptions, the club activities have not consciously been used as a means of curricular experimentation.

3. *To explore himself.* The work of a club may aid in exploring the pupil to himself. In the Captain Lawrence Club of boat-builders, one boy, whose chief interest had been in working with ideas, found he liked to do skilled work with his hands. In an Automobile Mechanics Club, a girl, who had been fairly stunned by what seemed to be the buzzing confusion of the family car, came to be keenly interested in gas engines and electric batteries. A boy, who prided himself on being "hard-boiled," by some

chance found himself in a Modern Poetry Club, and found, as he afterwards expressed it, "poetry wasn't half bad." A frontier boy, who believed all cooking was, as he said, "squaw's work," found keen delight in a boys' cooking club. Another boy in a Biography Club found, in the many-sided richness and democratic faith of Thomas Jefferson, his ideal for life. Examples do not prove the case, but the fact is that pupils need somewhere in their school experience some varied organized opportunities to follow their own interests. Membership in clubs is one way of helping pupils to find themselves.

4. *To interpret.* The club experiences may lead to interpretation of what one knows possibly only in words. It is plain that an engineering club, after being divided into small groups and taken through the Baldwin Locomotive Works, had a clearer idea of what they had studied; a girls' club on a hike to the Navy Yard said they saw "ships galore," and were quite sincere when they recorded later in the club minutes, "We had reason to be proud of our Navy." A group that visited Independence Hall thought they had a new impetus in their love of country. In their account of the trip, one pupil wrote, "Here we saw and touched with our hands that sacred relic of American liberty — the bell of '76." A Philadelphia girl, on a club excursion along the Wissahickon, after being stung by nettles, said, in the school paper, "This made me think of that little fairy story in which the girl had to make seven shirts for her swan brothers by crushing nettles. I pity her now because I know what pain nettles cause."

The club and curiosity. Technique and organization are important, but even more important is the spirit in which club work is carried on. Little children entering the school may be full of curiosity; they often ask questions about everything. The little fellow is afraid the aeroplane

that he watches cut across the evening sunset will bump into the sky. Fresh from the story of the perils of "Little Black Sambo," he replies to some parental reproof with "Please, Mr. Tiger, don't eat me up." Many little folks have, as Kipling expresses it, "ten million serving men who get no rest at all — one million hows, two million wheres, and seven million whys." These little people in a kind of trailing cloud of intellectual curiosity become pupils in the school. In the earlier grades it is "good form" to ask questions, but by the time they really are mastering the "fundamental processes," their curiosity in the classroom is largely gone; they are dumb as oysters. Teachers, being human, get wearied with questions; pupils, learning to conform, tell each other to "shut up." If there is to be growth, curiosity must be kept alive. Pupils, guided enough, but not too much, must learn for themselves. Teachers must have faith in the educational value of the pupil's own activity, his own drive. He must have a favorable chance to be curious about something — if possible about something worth while to him now and later. Help him just enough, but not too much and at just the right times, but let him have the joy of his own discovered answer. He must not be robbed of his ardent curiosity by having some pedagogical fire-extinguisher with a ready-made solution put out his flame. All of this is true in class and, if possible, even more true in club.

The club and the sponsor. Acting as an adviser can help keep a teacher human, or to humanize those teachers who for some terrifying reason have lost the magic touch that enables them to know the heart of youth. Every principal and supervisor has an opportunity to know how some teachers, many of them long in service, have, through the routine of the classroom or somehow, lost the joy they once had in teaching. Such teachers have come to the

point where they teach subject-matter instead of teaching pupils. Again there may be a specialist, young or old, who is interested in the scientific classification of knowledge and in the imposing of this classification on pupils rather than in leading pupils through experience to organize knowledge for themselves, and at the same time, know and appreciate what others have done. If these teachers can, through force of public opinion or for any worthy, appealing reason, be got to act as the advisers of pupils' clubs, they may become better teachers by catching the point of view of youth.

Sponsors. Some teachers, either by original nature, or because of a type of long practice, or because of a bossy, unmellowed youth, have an egotism that makes them want to do all the thinking and planning for a club. To succeed as a club adviser such a teacher has to put away such "childish things" and "grow up." This necessary growth makes a better classroom teacher as well as a better club adviser. The one who said that club work was as necessary for the teacher as for the pupil may have been more nearly correct than is usually admitted.

The club and the curriculum. A thesis proposed throughout this study is that wherever possible extra-curricular activities should grow out of curricular activities and return to them to enrich them. As has been abundantly demonstrated, there may be two high schools, or two colleges, on the same campus: one set up by the faculty, another set up by the students. In such cases the school set up by the faculty consists of courses, which, if passed by students, lead to graduation. The school set up by the students is made up chiefly of extra-curricular activities. There may be schools in which the work prescribed, both in subject-matter and in method, is so remote from present interests of the pupils that it is impossible for the

extra-curricular activities to grow out of the curricular requirements. The more nearly, however, the school comes to dealing with what Dewey calls "life-situations," the more possible it is for there to be one school instead of two schools on the same campus. In accordance with the thesis advanced here, the club wherever possible will grow out of the class activity. The mathematics club, of whatever kind, ideally will follow some interest discovered in class, beyond the bounds of the curriculum. Athletics, intra-mural or inter-scholastic, will be a part of and grow out of curricular work in physical education and will be directed by the Department of Physical Education. The dramatic club may be a part of or at least grow out of curricular work in such courses as exist in English or French. Music clubs will be a part of and an outgrowth of curricular work in music. There may be perfectly justifiable reasons for a club that cannot grow out of the curriculum as it exists at present in a particular school. The very purpose of the club activity may be to supplement curricular offerings. As was pointed out in connection with the "Broadening and Finding Courses," the club may exist as a means of exploration. However, *wherever possible*, extra-curricular activities should grow out of curricular activities. In some perfect school, sometime, somewhere, the wavering line of demarcation between curricular and extra-curricular activities may vanish entirely. In such a case if human nature remains what it is — and it does not seem to change rapidly — pupils probably will still go beyond the curriculum and organize a club of their "very own." In any event, there is a present necessity of the school's planning for and coördinating the whole educative experience of its pupils.

Clubs: Section 3. Developing a club program. In view of current practice and in accord with the theory advanced

in this chapter, how shall a club program be wisely developed? In a new school, or in a school in which little has been done, the plan will probably differ materially from the one to be followed where there are already many, perhaps too many, activities, and reorganization is the aim. In all of these situations there are many common elements.

Professional teachers' meetings. The first step is a study by the faculty under the leadership of the principal of what is, what ought to be, and how that which is desired can be developed. The faculty for purposes of study may work partly as a large group and partly as a series of committees. For example, there have been in some cases such committees as those on aims of club work, current practice, methods of organization, extent of participation desired, method of developing club programs of activity, method of check-up and supervision, and so on. The principal should be responsible for organization of his faculty, for bibliographies and other materials, and for guidance of all committees. Through faculty discussion, two ends may be achieved: education of the faculty through this self-activity and the development of a plan of action.

These faculty discussions may result in certain well-understood conclusions. For example, the faculty with the leadership of the principal may decide that an activities period is desirable so that clubs wholly, or in part, may be included in the regular scheduled activities of each week. Such a decision may involve a consideration of the home-room and the assembly schedule, as well as the determination of the day or days, the place, and the time of day that clubs should meet. Likewise, the faculty may come to recognize that, so far as possible, pupil interests must be considered and that clubs should represent the active interests pupils have or will have when discovered to them. To meet the immediate situation, however,

sponsors' interests must also be considered. Therefore, the first step, after the preliminary, exploratory study, is for the principal, or his representative, to work with the teachers to find what club each teacher is anxious or willing, as the case may be, to advise. With a list of possible clubs and an adviser for each one appointed, each adviser for the club that he or she is to advise can prepare a brief, definite statement of the probable, or at least the possible, activities of the club.

The right pupil in the right club. The list of possible clubs, with the brief explanation, the name of the adviser of the club, and the number of the room where the club will meet, can be mimeographed and distributed to each pupil in every home-room. In the home-room period the teacher-adviser of each home-room should direct the pupils in discussing the plan of club organization and the offerings as represented in the mimeographed sheet so that the plan is understood, and that pupils, through this exploration, shall make a wise choice of a club. Further exploration can be provided for by setting aside a definite period in which all pupils go to the club of their first choice for ten minutes to meet with the adviser and discuss what the club can and probably will do. During a second ten-minute period, the pupils can go to the club of their second choice, and in still another ten-minute period to the club of their third choice. At the end of thirty minutes, when the pupils are back in their home-rooms, if they are provided with a ballot on which to write their name, grade, and home-room, they can record their first, second, and third choices and give the reasons for each one. From these ballots the club lists can be made up. As a result, on the basis of first choices, some clubs may have too many members and others too few. Some clubs, therefore, may organize additional sections and some clubs may be dropped.

In some cases pupils may be requested for that semester to go into the club of their second choice. However, if at all possible let the pupil have the club of his first choice. Another plan, somewhat slower to carry out, but in some cases more effective, permits the pupils, after the exploratory period, to enroll in the club of their first choice until that club is filled and, failing to get into it, go to the club of their second choice. In a school where clubs have been established for some time, groups of pupils will probably petition to have some particular club established. All clubs should be chartered by the student council. The petition for a charter will include the name of the club, the adviser, the list of charter members, and the proposed program of activities. Not only the principal or the director of all club activities, but pupil members of the council may be charged with the responsibility of visiting the clubs to congratulate the club on its fine work, to offer suggestions for improvement, or, in extreme cases, to inspect the club to see if its charter should be revoked. The clubs, along with every other extra-curricular activity in the school, should be chartered by the one central organization — the student council. There should be no hesitancy, if the case demands it, in revoking a club charter. There is, of course, constant necessity for the supervision of the work done in clubs. This responsibility must rest on some one particular person, the principal, or some one as a director of activities who directly represents him. The freedom of club activities requires a peculiarly skillful supervision. Under the direction of this supervisor, there should be near the end of the semester an evaluation of what has been done and a reworking of plans for the succeeding semester. As soon as a club scheme of organization becomes fixed and smooth-running, it is probably dead.

Restudying the club program. In a school in which there are already many extra-curricular activities, possibly too many, a restudy of the club situation may begin with a self-survey. In order to get such a survey on a fact basis, certain definite steps seem necessary.

1. A check-list including every extra-curricular activity can be prepared. In mimeographed form this list can be submitted to every pupil in the school. Each pupil will check every activity to which he or she belongs. Where these data are tabulated, they will show the membership of each activity and the number of activities to which each pupil belongs. In any such study there are usually two surprises: the large number of activities to which a few pupils belong, and frequently the large number of pupils that have little or no part in the activities.

2. A list of every office to which pupils may be elected can be prepared and each pupil can check the office, or offices, which he or she holds. These data will show the distribution of positions of elective leadership. If the school has not developed a point system, a few able pupils usually hold nearly all the offices.

3. The chief officer of each club can report on the type and character of the work of his or her organization. A blank form is necessary here in order that the data from various clubs may be comparable.

4. All of the teachers can check the list of activities showing the activities for which they are sponsor or with which they are in any way connected. The analysis of these data will show, of course, the distribution of sponsorship. Further, either on the same or an additional sheet the sponsors of various activities can point out what they themselves as sponsors do and at the same time evaluate from their point of view the worth of the activity which they sponsor.

5. The principal can state the policy of the school regarding pupil activities, how sponsors are appointed or chosen, how pupils are guided, stimulated, or limited in activity memberships, and so on.

The self-survey just outlined should be carried on chiefly by the student council under the guidance of the faculty. Pupils, by participating in such a study of themselves, their fellows, and the school, can come to recognize what the problems really are. With this knowledge in mind, they can share in the educative experience of aiding in the development of a better system of extra-curricular activities. One result is apt to be better provision for the individual differences of pupils in club offerings. Usually such a study results in the wider distribution of office-holding and of sponsoring. A few pupils and teachers cease to be so overworked and a greater number share in the education that comes from leadership. More leaders are discovered or developed.¹

All schools know and control the number of studies a pupil may take during a semester. However, except for a comparatively few schools, where there are well-developed point systems and accurate records of pupil activities, schools do not know the extent to which pupils are participating in the school's extra-curricular activities. A few able pupils may be in far too many activities. They may be exploited by teacher-sponsors. Some able leaders, by their own ambition and by the insistence of teachers, may assume so many positions of leadership that they have a wholly unbalanced program. Many times they do not do their extra-curricular work as well as they could if they undertook fewer responsibilities, and sometimes such pupils fail really, or comparatively, in their academic work.

¹ For a report of a study of this type see Jones, Gertrude, "Survey of Extra-Curricular Activities in the High School," *School Review*, 34:734-44. December, 1926.

The school needs to find out the facts as a first step in re-studying its whole program of activities.

How does a club begin work? After the membership is determined, the adviser secured, the time and place of meeting determined, how does a club get down to work? The time-honored custom of working out a constitution and laboring on the mechanics is probably wrong. Many of the most successful clubs begin with activity. One kodak club at the first meeting planned an exhibit of the previous work of its members and at the second meeting held its exhibition. A committee invited each member to bring in what he considered the best picture he had ever snapped. In this case each member had a picture "hung" by the committee-jury. The program consisted of each member's telling the circumstances under which he took his picture and in what respects he considered it good. There was a vigorous, and in the main a helpful, discussion that led in subsequent meetings to a planned consideration of nearly all the questions that these young "artists" wished to have answered. Subsequent exhibitions of the members were on "action pictures," "still life," nature pictures, pictures and series of pictures that told a story, and so on. The pictures of a particular type, clipped from magazines and newspapers, furnished other exhibitions. A photographer who had had unusual success in flashlight photographs of wild animals furnished a thrill. Each exhibit was managed by a separate committee. One committee gained the title of being "high-brow" by planning and carrying out a trip for the whole club to a picture gallery to study certain pictures.

A club needs to have some definite aims and a plan of work in the beginning. On this basis membership is determined and on this basis the club is chartered by the council. However, in the inauguration of a club the philo-

sophical statement of its aims in constitutional phraseology is relatively unimportant.

A stepping-up program. There should be progressive steps of advancement in club activities. The leaders of such organizations as Boy Scouts, Girl Scouts, and Camp Fire Girls have long recognized the value of a stepping-up plan. The Scout who qualifies and passes the tenderfoot requirements is at once in touch with boys who are working to become second- or first-class Scouts, and beyond these steps there is the leading on to the ranks of "star," "life," and "eagle." Most school clubs have not made use of this highly motivated plan. One bird club, however, used the stepping-up idea in this fashion: All those who gained admission to the club had to identify ten birds. With these identifications made, the new member became a "sparrow." As soon as he had built a bird-house and had got a bird to nest in it, he became a "wren." In addition to passing these two steps and knowing the feeding and nesting habits and songs of ten birds, and being able to identify them in flight, he became a "warbler," and so on up the scale. Such a plan may, of course, be abused. Such emphasis may be placed on the ranks that club members care little for what is learned, or for the joy of the learning: to have the distinction of achieving the rank may become the real satisfaction. There need not be, however, such emphasis placed on the ranks as to spoil the worth of such a leading-on program.

Club names. Club names should have an appeal to the imagination. One school, as the author has previously pointed out,¹ has a group of boys who are messengers, but in their own minds they are not just messengers, for they are members of what they call the "Pony Express." Out-

¹ *The Twenty-Fifth Yearbook*, National Society for the Study of Education, Part II, pp. 61-62. 1926.

side of school with a woman teacher old in years, young in spirit, they take hikes, play "prisoners' base," perform deeds of daring, and, in their imagination, have hair-breadth escapes. In school they curb their style somewhat, but no message entrusted to this Pony Express was ever intercepted, lost, or delayed. In a series of recreation clubs in another school,¹ the whole group was known as the "American Eaglets." The lowest group was known as "eggs." If an "egg" had certain information and could perform certain activities, he was declared a "good egg" and hatched into a "fledgling"; with additional knowledge and performance, he became a "flyer," first with one wing, then with two wings: and finally, with further knowledge and performance, he became a "great hunter," first with one claw, then with two claws. The boys and their leaders working coöperatively developed the program. They were continuously making and remaking it: it never became a finished, completed program. Much of the interest, and certainly a definite part of the value, was in the boys' inventing, planning, accepting and rejecting, and in carrying out a program they understood. The names and the stepping-up scheme did help motivate the activity.

Supervision. The freedom of club activities requires a peculiarly skillful supervision. There is whole-school planning for clubs so as to provide for individual differences and for intelligent choosing of clubs by both teacher-sponsors and pupils. Clubs are chartered by the whole-school council. Actually, the sponsor makes or breaks the club. All supervision should be for the purpose of helping the sponsor. The principal or director of all clubs, or both, can help club advisers find material, focus public approval on helpful, successful achievement, getting sponsors and

¹ Smith, C. F., and Fretwell, Elbert K. "Horace Mann Studies in Elementary Education"; *Teachers College Record*, 22:12-20. January, 1921.

members of the poorer clubs to visit the better ones. This supervisor can be a real creator in other people of worth-while things to do and better ways of doing them. There is a necessity to guide enthusiasm resulting from successful achievement. Pupil members of the council as well as the supervisor may be charged with the responsibility of visiting the club, to congratulate it on its fine work, to discover to the club ways of improvement, and in extreme cases to inspect the club to see if the council should consider revoking the club's charter. If the case demands it, there should be no hesitancy in revoking a club charter. Wise guidance — the right kind, at the right time, in the right amount — should make such drastic action unnecessary. It cannot be too often repeated that, as soon as a club scheme of organization or activity becomes fixed and static, it is probably dead.

Ten tests for a school club. Ten tentative tests are proposed as one means of thinking through the activities of a school club:

1. *Common interest:* The club is composed of a group of pupils of about the same level of achievement in respect to the activity of the club, who voluntarily join the club because of a common interest in the activity to be carried on.
2. *The common interest may grow out of any one of three possible sources:*
 - a. *Grow out of the curriculum:* The common interest may be discovered in the curriculum, and it may be of such a nature that this particular group desire to follow it beyond the bounds of the curriculum as the curriculum now exists. Wherever possible the club should grow out of the curriculum. Classroom teaching that enables pupils to discover worth-while interests is a real basis of club activity.
 - b. *Exploration and experiment:* The club may explore a promising field of activity that has not yet become a part of the curriculum. In this field the teacher-sponsor and the pupils may experiment with materials profitable to the pupils here

and now, and which, after necessary try-outs, may become a part of the accepted curriculum.

- c. *Permanently outside the curriculum:* The club may be based on a common interest of pupils that is and probably will remain outside of the curriculum. The curriculum should be founded on pupil interests, but the curriculum does not necessarily include all the pupils' worth-while interests.

The taught and tested curriculum of the school does not, never has, and probably never will include all of the worthy interests that pupils have and that can make for worth-while knowledge, skills, and appreciations, and for intelligent use of leisure now and in later living.

3. *Size of the club:* The club is large enough to provide a situation whereby there is group stimulus, and yet the club is small enough to necessitate constant, continuing participation by the members either as individuals or as members of small groups within the larger group.
4. *Active participation:* This voluntary group is composed of pupils of about the same ability in respect to the activity of the club who are actively finding out what to do, planning how to do it, and doing it. Non-participation automatically eliminates a member from the group. The club is for workers. Intelligent followership is recognized; leadership is adequately distributed and responsibility willingly and effectively assumed.

The comparatively passive listener may receive some benefit or even "catch" an active interest by belonging to the club. However, since it is impossible to belong to many clubs at the same time, the pupil probably is achieving most in exploring both his own capacities and major fields of possible activity and in developing his knowledge, skills, and appreciations by belonging to a club in which he has a definite, active interest.

5. *A stepping-up program:* The club program provides for successive steps in achievement with appropriate recognition at each step. This plan of motivation requires that the members' attention-span be taken into consideration, and consequently that the "steps," especially the first and the second ones, shall be large enough to challenge the individual, but not so great as to discourage him.

All pupils will not advance in the successive steps; some pupils will find worth-while, satisfying activity in a lateral spread of the leading-on interest. However, the club should

expect most members to proceed in successive, advancing steps in achievement.

6. *Satisfaction*: The club is composed of a group, the members of which find satisfaction primarily in the activity of the club rather than in a showing-off exhibition to non-members.
7. *Pupil membership*: The school in its scheme of organization and administration of clubs provides for a club member, who finds he is no longer interested in the field of the club's activity, to transfer in an honorable and dignified manner to another and a desired field.
8. *The club's relation to the school*: The school is attempting to fit its pupils to live in a democratic society and to make democratic society a fit place in which to live. The club chartered by the school, while serving the pupil, renders some definite service to the school in aiding the school to achieve its objectives.
9. *The club name*: The name of the club and the names of the ranks in the stepping-up program can have an appeal to the imagination of the members.
10. *The club sponsor*: The adult sponsor has a healthy curiosity and a real interest in the field of activity and has or comes to have a genuine delight in the personnel of the club. This adviser knows what to advise, when to advise, how to advise, and in what amount.

It is the writer's opinion that a club which is fairly described by the preceding tests has some of the characteristics at least of a worth-while club.

QUESTIONS

1. From such sources as first-hand knowledge, handbooks, magazine articles, books or parts of books dealing with clubs, make a frequency table of clubs now existing in junior high schools, in senior high schools. How does your list compare with the table of 1372 clubs in this chapter, and with the summary of Rohrbach's study?
2. How, if at all, can clubs provide, in part, for individual differences? Cite examples.
3. What do you consider the place of the club in "broadening and finding" courses?
4. Should clubs be sponsored by departments as in the example

- given of the Holmes Junior High School? On what bases do you reach your tentative conclusion?
5. How do you explain the fact that an activity that is curricular in one school is extra-curricular in another? Illustrations may help.
 6. In what respects are the specialized clubs and the older type of literary society alike? — different? What are the strong and the less strong points of each type of organization?
 7. To what extent in the clubs you actually know, do the activities carried on indicate the kind of organization necessary? Why, if at all, should a club have any internal organization?
 8. What are the arguments for and against the clubs having a definite place in the daily or weekly schedule?
 9. Why, from the pupil-member's point of view, do clubs exist in school? — independent of the school?
 10. Answer question 9 from the adult's point of view.
 11. What does the presence or absence of overlapping in your answers to questions 9 and 10 mean to you?
 12. How do you explain the number of agencies outside of school that have a more or less club type of activity for working with boys?
 13. Should the school have, or not have, a constructive policy in respect to clubs? How do you explain the presence or absence of such a policy in the school you know best?
 14. As a result of your own thinking, do you say: "A club can furnish a favorable opportunity, etc...." or, "A club does furnish a favorable opportunity, etc...."? Is this distinction between "can" and "does" generally kept in mind in the literature on the subject?
 15. In addition to the four favorable opportunities that clubs can furnish for educative experience, as listed in this chapter, what additional opportunities can clubs furnish?
 16. How did the academic subject in which you are most interested become a part of the present high-school curriculum? What other subjects, if any, are coming in now?
 17. Is there a place in the club activities for experimentation with new materials? — with new methods? Illustrations may help here.
 18. What is the place of curiosity in learning? How does the practice of the school you know best agree with the answer you have just made?

19. In what respects, if at all, can acting as a club sponsor be good for a teacher?
20. Under what circumstances can and should the club grow out of a curricular activity?
21. Under what circumstances, if any, should a curricular activity grow out of a club?
22. What provisions can you make for getting the right pupil in the right club? — the right sponsor with the right club?
23. Should a club have a "course of study"?
24. What, if anything, is there of value in the idea of a stepping-up program? A study of the *Boy Scout Handbook* may help here.
25. Work out the necessary series of blanks for making a survey of club membership and club activities in your school.
26. Is the name of the club important? If so, point out any especially fortunate or unfortunate names you know.
27. How shall the faculty be prepared for participation in policy-making and in acting as club advisers?
28. How shall exploratory work be done so as to ensure wise club choices on the part of pupils?
29. How long should a pupil be a member of a particular club? Is this length of time the same for junior and for senior high-school pupils?
30. Should pupils be required to belong to a club?
31. Should the number of clubs to which a pupil belongs be determined by the school? If so, on what basis?
32. How shall a club come into official existence? Shall it be chartered by the student council? Under what conditions, if at all, should a charter be revoked?
33. How should the club program be developed so as to realize the purposes for which clubs exist?
34. What is the difference, if any, between the work of pupils in an ideal club and the work of pupils in an ideal class recitation?
35. Why have fraternities and sororities come to exist in high schools? Is there any relation between this question and the presence or absence of a real club program?
36. Why is it that pupils want, or do not want, to belong to "a club of their very own"?
37. Should all clubs, including their advisers, be supervised? If so, how? — by whom?
38. Should school credit be given for club work? Why or why not?
39. Should there be a point system for stimulating, guiding, and

limiting pupil activity in clubs? If so, should this system apply to membership as well as to holding office in the club?

40. Should the school take into consideration the pupil's membership in clubs outside of school as well as in school?
41. On the basis of club activities what, if any, should be the relationship of the school to such agencies as Boy Scouts, Girl Scouts, Camp Fire Girls?
42. What should be the relation, if any, of the school to clubs or organizations promoted by particular religious or political groups?
43. On what bases, if any, can a pupil's club activity be evaluated?
44. What record should be kept of a pupil's club activities? How?
45. What should be the school's policy regarding clubs?
46. What should be the pupil's policy regarding clubs?
47. What should be the policy that the pupil's parents assume regarding his membership in school clubs?
48. By what specific means should the school carry out whatever policy it has regarding clubs?

CHAPTER XI

THE SCHOOL NEWSPAPER

Present trends. High-school publications fall into four groups; newspapers, magazines, annuals, and handbooks. As every one knows, the larger high schools in the past have usually had a monthly magazine and an annual for each graduating class. While the emphasis, historically, has been on these two publications, there is a tendency now for each school to issue a newspaper and a handbook. If a school, especially if it is one of the newer schools, can have only one publication, it is usually a newspaper. The traditional annual or yearbook is strongly entrenched, but in some progressive schools it is giving way to a special edition of the school newspaper. The monthly magazine, part literary, part news, if it exists at all, is giving up its dual rôle and becoming either a newspaper, or, if the school has a newspaper, a literary magazine. A rapidly increasing number of schools are coming to have handbooks.

Need for a constructive policy. Junior and senior high schools, individually, and as grouped together in the larger cities and in state departments of education, are confronted with the necessity of developing a constructive policy for the guidance of school publications. Some schools, cities, and state departments have developed such a policy, but, either with or without such guidance, daily, weekly, bi-weekly, monthly, semi-annually, and annually, these publications — newspapers, magazines, handbooks, and annuals — are being issued by high schools.

These publications exist, and some of them are rapidly increasing in number. Whether school men like it or not,

publication must be endured, suppressed or guided. In this whole field of extra-curricular activities, necessity has often been the mother of educational policy. The ancient and dishonorable *laissez-faire* policy, so far as school publications are concerned, has had its day.

There are many insistent questions. What shall the school publish? Shall whatever is published be a curricular, accredited activity, be partly curricular, grow out of a curricular activity, or be something utterly apart? Shall the publication be definitely planned so as to serve the community, the school, and the individual? If so, how? Shall the handbook be written by the principal's office, by one or more teachers, or shall the whole school share in the educative experience of telling newcomers what they must know in order to get started quickly and effectively in the new situation? If the whole-school experience is desired, how can it be secured? Shall the art work of the annual that is to be entered in a state or interstate contest as a student publication be done by a teacher within the school, by an outside professional or firm, or shall it be, what it professes to be, a student publication? Something of the same problem that has been fought out in clean athletics remains to be fought out here. Shall the newspaper be considered vocational training? Shall it be produced by a small group with or without guidance? Shall there be a trained teacher, adviser, or director for the publication? If so, how can such a person be found or produced? Shall each high school, junior or senior, in a system simply do what is right in its own eyes, or shall there be some county or city or state-wide constructive attack on the whole problem? If so, what shall it be? Shall "charity" advertising in school publications persist? Shall schools teach pupils to read and then give them no guidance in the kind of reading to which a majority of them in later years

will devote the major portion of their reading time? Is the school interested in producing the very best publication that can be produced? If so, the way is clear; engage the very best group of professional experts that can be secured and have them produce it. Is the school, while keenly interested in producing a newspaper that reflects the whole school, still more seriously concerned in making the school's work in producing the paper a real educative experience for its pupils? Answers exist for these and the scores of other questions that suggest themselves to the teacher or administrator. Just answers, however, are not enough; if there is to be real, permanent progress, it must be rooted in a constructive policy.

Why the interest in school publications? The increasing interest in high-school publications seems to be due to certain fairly definite causes: to the recognition of the value of some of these publications to pupils, to the school as a whole, and to the community; to the fact that the present is a time of transition in the character of these publications; to the changing of some publications from extra-curricular to curricular or partly curricular activities; to the courses or parts of courses that are being given by colleges and universities in high-school newspaper writing; to the guidance that is being given by some departments of journalism, chiefly in state universities; to the influence of regional, state, and interstate contests; to the need for educating the community as to what the high schools are doing; to the recognition that work on the newspaper is not vocational training; and to the recognition on the part of teachers of English that the newspaper provides for their pupils a favorable opportunity for accurate, brief, clear, interesting writing.

What favorable educational opportunities are furnished by the school newspaper? The function of the school

newspaper is to publish school news while it is news, and through its editorial page to aid in forming and guiding public opinion. Here is the opportunity to capitalize the achievements of the school and of its individual members, pupils, and faculty, for the benefit of all those in or out of the school who are interested or who may be interested. With the increasing size of high schools and of part-time sessions, there is insistent need for the school to utilize all the integrating forces available. The school newspaper, together with faculty meetings, the pupils' council, and the school assembly, can develop and foster this common integrating knowledge. Knowledge, however, is not enough; attention must be paid to the development of the mental and emotional attitude of the members of the school toward each other, toward the school, and toward the community. The newspaper can, and in many schools does, express the achievement, the life, the joy, the enthusiasm and idealism of the school; this expression is not by a direct preachment on these subjects, but by a clear write-up of the manifestations of these qualities. To capture the temporary interest of a low grade of intelligence by accounts of physical or emotional violence is comparatively easy. However, this is not the field of the school newspaper. The school newspaper in its selection of news not only guides but reflects the spirit and quality of the school. School compositions, essays, and short stories will probably kill any school newspaper. The increasing ability to be accurate, brief, and interesting is desired for all who contribute to the school paper, and these qualities must be employed in writing news and editorials on subjects of interest to the whole school or the newspaper will cease to exist. The favorable educational opportunities may be considered, first, for the school as a whole, and second, for the pupil as an individual.

Favorable educational opportunities for the school: constructive activities. The publishing of the news of the school makes for a common basis of knowledge among its members. By focusing approval in the news columns on worth-while activities, the paper encourages these activities and stimulates others like them. It can and should condemn any practices that work against the best interests of the school, but its great power lies in its promotion of constructive activities and the ideas that lie behind them.

Interpreting the school to itself. In promoting constructive activities the newspaper has a favorable opportunity to interpret the school to itself. By its news it can explore for the members of the school what the school is doing and in editorial it can show what the news means. The paper, by focusing approval on right actions, can aid in developing right standards of conduct. It can give the kind of food for thought that makes for intelligent coöperation and for the correction of school abuses. Practical advice, not necessarily too directly given, may be a part of a vigorous editorial column. The paper not only can foster clean athletics, but it can present the news of the sporting page so that the whole school sees the big educational idea that is, or ought to be, in all school sports.

Rumor and gossip grow on fractional knowledge and misunderstandings. Direct statement and answers to pupils' questions in an "Editor's Column" can make for a clear understanding. The right kind of an exchange column can make, not only for cordial relations with other schools, but for an understanding of what other schools are doing. Probably every school has, or comes to have, both worthy and sometimes less worthy traditions. The paper can aid in fostering worthy traditions. Likewise, if necessary, it can aid in breaking with outgrown traditions, such as the ancient ways of treating freshmen or the maintain-

ing of antiquated types of commencements. There is too much idle, ignorant boasting; thoughtful school news can make for a civic pride based on real knowledge. The handling of the advertising problem can make for a great weariness or for friendly coöperation on the part of the business men of the community.

Interpreting the school to the public. The patrons of the school and the taxpayers need to know what is going on in the high schools. The expansion of the high schools has been so rapid during the last two decades that many of these citizens do not know what the high schools are doing. School newspapers that are well written and full of the throbbing life of the school will be read by the patrons of the schools. Parents read, or have read to them, what is published in the school newspaper, for in the course of the year many of the items concern their own children. Likewise, the uncles and the cousins and the sisters and the aunts have to read, or listen to, what is published by or about their young friends. By careful planning, the school, through news and editorials, can make known its educational policy to its patrons and at the same time be reasonably sure that what is published is read. All high schools need educational publicity; the school newspaper furnishes one means of securing it.

It is curious, but it is a fact, that most writers and speakers on school publicity have ignored the part played by the school newspaper. In such a newspaper there can be an all-year-round opportunity to educate the pupils in the high school — and they will soon be voters — as to the needs of the school. After all, the satisfied customer is, in the long run, the best advertisement, and when this satisfied customer tells in print the achievements and needs of the school, a real campaign of educational publicity is under way.

Some individuals and some publications, however, are awake to the real work of the school newspaper in the community. "The essence of good publicity," as Clyde R. Miller puts it, "is to see that the interesting story also contains information of importance made interesting." The *Cleveland Plain Dealer* expresses its editorial opinion in this fashion: "We can think of no better advertising for a wide-awake high school than a weekly newspaper, alert to news value, vigorous in its editorial utterances, clean in its point of view and attractive in its physical make-up."

It has often been said that the school newspaper does for the school such things as have been enumerated in the preceding paragraphs. For the sake of accuracy, it should be said here that there is a favorable opportunity for the newspaper to render such service. The paper can do it if the school, through an able adviser and through intelligent faculty coöperation, discovers to the pupils at the right time what can be done and a successful way to do it.

Favorable educational opportunities for the pupil. From the school's point of view, the type of paper described in a preceding paragraph by a quotation from the *Cleveland Plain Dealer* is eminently desirable. A single issue or a whole volume of the paper, however, is not the final test. The school is an educational institution, and if the production of the paper is not a real educative experience for the group producing it, and to a lesser extent for the whole school, the paper has no place in the school. The adviser is, after all, a coach. The coach teaches the players who themselves play the game. The adviser teaches the staff, including the far-flung line of reporters, what to do and how to do it, but the adviser does not write or rewrite the paper. In many, perhaps in most schools, with a turnover of something like seventy-five per cent of the staff every year, there will be a need for expert guidance on the part of

the adviser. The opportunity, however, for the adviser to do much of the guiding is in teaching a real course in newspaper writing. There is a necessity for guidance at the time of planning the paper. Likewise, at the meeting of the staff to talk over an issue just off the press, guidance, probably indirectly given, as to wherein the issue has succeeded and wherein it has failed, can be effective. The production of the paper must be an educative experience for the pupils producing it.

The pupils learn to write. To consider the benefits of the paper to the school is not enough; the school does not exist for itself, but for the education of its pupils. The benefits to pupils may be considered under three heads. The paper should grow out of a course in newspaper writing. In such a course there is a favorable opportunity for pupils to learn how to write. It is probably impossible to teach any one how to write literature. However, it is possible to teach a pupil to be accurate, simple, concise, and clear in his writing. In a school paper every one from the cub reporter to the editor writes for a waiting reader on a subject that he knows about — a “familiar world of people and things” — rather than on subjects that lack personal appeal. He is interested in his newspaper article and he must master such fundamentals as spelling, sentence structure, and paragraphing, or his contribution will be rewritten or killed. He must be able to distinguish between the important and the useless for news purposes. What he writes must be interesting or it is nothing. The interest that the writer has helps to carry him through the hard practice of learning to write by writing. While he must write from an impersonal point of view, the motive for writing is within himself. His success or failure brings its own reward.

The pupil acts as an intelligent citizen. A thesis of this

volume, often repeated, is that it is the business of the school to furnish a favorable opportunity for the pupil to practice the qualities of the good citizen here and now with satisfaction to himself. There may be character values in "careful, painstaking news gathering." At least, as Grant M. Hyde puts it, "Searching for facts and truthful presentation of facts is a much better training than mere writing out of one's own head — especially if the head is empty."¹

The school journalist must be accurate; his coöperating associates force him to be. He must be able to carry out directions, to practice "self-restrained liberty," to know something of human nature, to be diplomatic in interviews, to respect confidence, to carry responsibility willingly assumed, to observe accurately, to discriminate, to form an intelligent opinion. Miss Huff emphasizes this point: "The man who cultivates his garden gets not only the garden products, but he grows in health and strength. So the school journalist develops ingenuity, individuality, self-control, personality, moreover, strength of character."² The one who knows high school newspaper work can easily recall many instances in which the young journalist practiced such qualities as have been enumerated here and that he probably practiced them with satisfaction to himself. It is probably true that for the pupil the by-products of school newspaper work are of fundamental importance.

The pupil learns how to read the newspapers. The values of journalistic work in the high school lie, not only in developing a kind of writing ability and in furnishing satisfying practice of certain qualities of character, but in

¹ Hyde, Grant M. "Journalism in High Schools"; *The Scholastic Editor*, vol. 3, no. 4, p. 6. January, 1926.

² Huff, Bessie M. *How to Publish the School Newspaper*, p. 2.

presenting a favorable opportunity for the pupil to learn how to read newspapers. A knowledge of the problems involved in producing a paper enables the reader to have a keener appreciation of successful achievement. What to read, how to read, and what to believe are all important. Democratic government seems impossible without newspapers, yet sometimes it seems impossible, also, with some kinds that exist. The school attempts to teach every one to read, but as a rule it makes no attempt to help them directly in the field in which in later life they will do the most of their reading. The surest way to get a better press is for the people to demand it. The taste and desire for a better type of newspaper can be taught in every high school; perhaps some day there will be such teaching. Clyde R. Miller thinks, "It is interesting and enlightening to try to visualize the effect on America during the next generation if every high school in the nation sets itself to the task of trying to have every graduate a discriminating reader of the public press."¹ The school newspaper can do something to help people to know what to read, how to read, and what to believe.

Work on the high school newspaper is not vocational. It is quite probable that some few will find their life-work here and, if wisely guided, will find also the stern necessity of real preparation for it. High-school work on the newspaper may serve as one means of enabling the pupil to explore his own interests, aptitudes, and abilities, and at the same time enable him to explore, somewhat, the field of journalism, but the high school can no more educate and train the journalist than it can the doctor or lawyer. True, some high-school graduates can do newspaper work probably quite as well as some newspaper workers are now doing it, but the teacher who encourages a high school pupil

¹ Miller, Clyde R., and Charles, Fred. *Publicity and the Public Schools*, p. 141.

to go directly into journalistic work, in which writing after all forms but a small part, is doing violence to both the pupil and the profession of journalism. While schools of journalism, in an academic sense, are relatively new, the idea that the way to study journalism is to help a printer wash the type, or to dump the editor's waste-basket, has long since gone by. Lawyers no longer learn law by sweeping out a law office and helping the old lawyer draw up a few papers. Neither do prospective doctors begin by washing the doctor's buggy and helping a gentleman of the old school mix his pills and powders. These days are gone, fortunately, forever. The pupil who goes from the school newspaper to cub reporting is unduly handicapping himself and will probably find he is in a blind alley. At the same time, if the newspaper is to serve the public in promoting the general welfare as it can and should, it must have workers of broad education, wide experience, and professional training. The pupil's work on the school newspaper should be worth while, here and now, to the extent pursued.

What shall the school newspaper publish? The school newspaper should publish, naturally, that "most perishable of all commodities," the news. Anything that happens in which people are interested is news, and the best news, says Harrington, "is that which carries the most interest, significance, and importance to the greatest number," or to cite a successful editor quoted by Miller and Charles, "News is what happens *today* that interests *me*. The editor's problem is to multiply *me* by *you* and divide by the number of columns." News flourishes where there is contest and conflict, whether it is between nations, between the accused and the law, in a World's Series, or in the subversion of the conventional that results in a dramatic situation. It is the unwise school paper that, either

in content or make-up, attempts to imitate the average city daily. Yet the principle that determines news is the same. The Psalmist might have been giving a negative definition of a reporter when he exclaimed: "Eyes have they, but they see not; they have ears, but they hear not; noses have they, but they smell not."

It is recognized, of course, that there must be a system in gathering the news; that interpreting the news and discussing current events will form a large part of a vigorous editorial page or column; that feature stories are hard to write, but worth all the effort they cost; that the exchange column can tell of activities in other schools that are of interest and worth to the paper's readers; that interviews, wisely chosen and well done, are sure to be read; that while age may wither, custom cannot stale the infinite variety of personals, which, besides, help the circulation; that an editor's column provides for comment, more newsy and in a lighter vein than editorials; that the story of an athletic contest may lead to an understanding of the whole athletic program; that being funny in a humor column is a serious as well as a difficult matter.

The humor column. Since the humor column has such possibilities and since it has received such scant treatment in nearly all discussions of school papers, it may be worth while to note what is being published in some representative papers. First, so far as humor is concerned, there seems to be something in the name of the column. *The Polygon* has the "Weakly Gasp";¹ the *South Side Times* has "Southern Spice";² the *North High Oracle* has "Ice Chips";³ the *South High Beacon* has "Flickers and Flames";⁴ the *Commerce Budget* has "Debits and Cred-

¹ The Polytechnic Preparatory Country Day School, Brooklyn, New York.

² South Side High School, Fort Wayne, Indiana.

³ North High School, Des Moines, Iowa.

⁴ South Side High School, Cleveland, Ohio.

its";¹ the *Roosevelt Record* has "On the Hunt";² *Tulsa Life* has "Krax";³ *Blue and Gold* has its "Poem Tree."⁴

What do these columns contain? As Lawrence Murphy⁵ points out, in an analysis of a dozen humor columns in as many daily papers, a fourth of the material is nearer tears than smiles, another fourth is purely informative, the remaining half of the material is devoted to such items as poetry, news, or a humorous turn on a political event. The best of the humor columns in high-school papers are attempting to find their humor in their own school situations.

Don Marquis, while acting as guide, philosopher, and entertainer, gives his idea of a columnist in a kind of prayer.

I pray thee make my column read,
And give me thus my daily bread.
Endow me, if thou grant me wit,
Likewise with sense to mellow it.
Save me from feeling so much hate
My food will not assimilate.
Open my eyes that I may see
Thy world with more of charity,
And lesson me in good intents
And make me friend of innocence.
Make me (sometimes, at least) discreet;
Help me to hide my self-conceit,
And give me courage now and then
To be as dull as are most men,
And give me readers quick to see
When I am satirizing me.

The humor editor can recognize that:

Men must be taught as if you taught them not,
And things unknown proposed as things forgot;

¹ West Commerce High School, Cleveland, Ohio.

² Theodore Roosevelt Intermediate School, Wichita, Kansas.

³ Central High School, Tulsa, Oklahoma.

⁴ East High School, Cleveland, Ohio.

⁵ Murphy, Lawrence. "The Serious Business of Being Funny"; in the *Scholastic Editor*, April, 1926.

that a mixture of the serious is helpful along with the gay; that he cannot be tolerated if, as Borah puts it, he “‘cribs’ risqué witticisms from comic publications, dresses them up in local colors, and presents them as his own”;¹ that there is no place for the revamping of the Twenty-Third Psalm; that he is not to work over or clip old jokes; that he should welcome contributions; that while he watches for comical occurrences or listens for witty sayings, he must be fair, clean-minded, and avoid sarcasm, invective, and ridicule; that the humor column can be a joy and delight or that it can be just as flat and stale as ditch water.

How shall copy be prepared? Editors themselves can probably give the best answers. In a study of *Newspaper Publicity for the Public Schools*,² Dr. R. G. Reynolds received replies on this point from 98 editors in 40 different states. In summarizing his material, Dr. Reynolds made a conscientious attempt to report the opinions of the editors exactly as they were given; wherever possible he quoted their exact words:

RULES AND SUGGESTIONS FOR THE PREPARATION OF SCHOOL NEWS IN DAILY NEWSPAPERS

(From the reports of 98 newspaper editors)

I. *Subject-matter*

- (a) “Write news, not propaganda — news is something happening, an event of some sort, not an argument to prove or disprove some theory or proposition.”
“Give information rather than advice or instruction.”
- (b) Be accurate, truthful, meticulously exact as to facts, names, and details.
- (c) Write news for the public and not for the purpose of personal exploitation.
- (d) Names have great news value.

¹ Borah, Leo A. *News Writing for High Schools*, p. 159.

² Reynolds, R. G. *Newspaper Publicity for Public Schools*, pp. 32-36. 1922.

"A story about an individual is always better than group facts."

(e) "Eliminate favoritism and personalities in preparing articles."

(f) "Eliminate inconsequential details, trivial happenings, commonplaces in general."

"Don't overemphasize nonessentials."

(g) "Run in a humorous phrase when it doesn't hurt anybody and when it does not spoil the text."

(h) "Make the story appeal to the average reader — more human stuff."

(i) "News should be written from the standpoint of the public, not from the standpoint of the school."

(j) "In general avoid submitting the achievements of precocious children unless the newspaper invites such contributions. Remember that every parent imagines his child to be a marvel."

(k) "Give the news about exceptional pupils, the latest experiments in education, and the like."

2. *Newspaper style*

(a) "Study the style of the newspaper and follow it."

"Make every contribution interesting by employing newspaper rather than literary diction."

"Write news, not literature."

(b) "Use news style as distinct from editorial style."

"Avoid the expression of opinion — merely recite what happened without interpreting what it means."

"Do not usurp editorial prerogatives by calling the attention of the public to school needs. Acquaint the editor with such needs and let him do the crusading."

"News is not editorial discussion."

"Give facts, not opinions."

"Get away from the academic."

"Get out of the idea of 'we' and 'our.'"

(c) Use a simple style.

"Keep away from the technical and get down to simple terms."

"Avoid attempts at 'fine writing.'"

"Use more American and less English."

"Be concise."

"Write clearly and to the point."

"Use short words instead of long ones."

"Avoid the use of too many adjectives."

"Use fewer capital letters."

"Don't be flamboyant."

"The public does not want 'fancy work' in news — just a simple statement of facts."

"Do not write in an ornate or didactic style — make it snappy."

(d) Be brief.

"Make it short."

"Make it brief and snappy."

"Don't use too many words to say little."

"Don't be verbose."

(e) "Get the main fact into the first paragraph."

"Get the gist of the story into the 'lead' and avoid mistaken headlines."

"Write the story in the first paragraph and let the details follow."

"State principal facts first."

(f) Avoid repetition.

3. *News sense and news interest*

(a) "Develop a news sense and a sense for 'human interest' stories."

"Learn to spot 'news' when seen or heard."

"Learn what live news is and stick to it. The public can't be interested by long-drawn-out essays."

"It is the unusual that makes news."

"Realize the value of the news feature article."

"In writing news items, feature the unusual."

"Stress the strange, the odd, the unusual."

"Write about those things only which actually possess the elements of general interest."

"Learn to see the 'story' in the news."

"Regular routine matters do not interest readers."

"Keep the paper informed of all innovations."

4. *The delivery of school news*

(a) Get school news on time.

"Deliver the news promptly."

"Give news as far in advance as possible."

"Announcements are worth more than reports both to school and newspaper."

"Get news in the day it happens if possible. Dailies like fresh stuff."

"Don't let news get cold."

"Don't let news become ancient history."

"News value depends largely upon recency of happening."

- (b) The use of the phone for transmitting news tends toward inaccuracy.

5. *The mechanics of school news copy.*

- (a) "Use paper for copy $8\frac{1}{2}$ by $6\frac{1}{2}$ with lines running the long way. The size of the linotype keyboard determines this, not the whim of the editor."

- (b) Use one side of the paper only.

- (c) Typewrite all copy or write it clearly.

"Submit clean copy."

- (d) Double space or triple space your copy. This is a great benefit to the editor.

- (e) Don't write the headline.

"Leave one third of your title page blank for the use of the newspaper headline writer."

"Headline writing is a technical newspaper function."

"Don't disgust the editor by writing the headline for him."

"Material for a headline should be found in the first paragraph or 'lead' of copy."

- (f) "If a name is spelled in a peculiar manner, write 'correct' after it."

- (g) "Use as few capitals as possible."

While it should be kept in mind that these 98 men write from the point of view of regular newspaper editors, much of what they have to say applies with equal force to the work of the editor of the school paper.

It is usually wise, as Harrington points out, to obey the rhymester's injunction expressed in "Be Brief":

Have you had a thought that's happy?

Boil it down.

Make it short and crisp and snappy,

Boil it down.

When your mind its gold has minted,

Down the page your pen has sprinted,

If you want your effort printed,

Boil it down.

Finding a name. The naming of the school paper, as the naming of children, is a kind of personal matter for the school or family. It is possible that some papers, like some children, dislike their names. The name, as Harrington points out, should be "dignified, neat, and informing," and where possible should be associated with the name of the school or town. To what extent do the following names meet with such a standard? *The Empire Herald*, Empire Junior High School, Cleveland, Ohio; *The Cole Junior Life*, Cole Junior High School, Denver, Colorado; *The Jeffersonian*, Jefferson Intermediate School, Detroit, Michigan; *The Adams Gazette*, James A. Adams School, Coatesville, Pennsylvania; *The Sketch Book*, Washington Irving Junior High School, Des Moines, Iowa; *Latimer Life*, Latimer Junior High School, Pittsburgh, Pennsylvania; *The Longwood Ledger*, Longwood Commerce High School, Cleveland, Ohio; *Sky High*, Asheville High School, Asheville, North Carolina; *The Senn News*, Nicholas Senn High School, Chicago, Illinois; *Manual Arts Weekly*, Manual Arts High School, Los Angeles, California; *The Claritonian*, Clariton High School, Clariton, Pennsylvania. Newspaper names of an entirely different type could be quoted, but the X-Rays, Eye-Openers, School Defenders, and Tallahassee Ticklers, like some children, have been tormented too much already.

What organization should exist for producing the paper? First of all, it is necessary to recognize that the whole school, rather than any small group, is responsible for the paper, and that in a larger unit, as in a city or county, the superintendent, and behind him the board of education, is responsible for the whole policy of school publications. This responsibility in a particular school may be vested in a board of publication which, subject to the principal, determines the policy for each publication in the school, the

kind of paper, whether or not newspaper-writing courses shall be given out of which the paper can grow, the selection of the adviser who in turn is responsible, with the help of the pupils, for the selection and organization of the staff.

The board of publications. A school that has two or more publications may find that these publications overlap each other in content, organization, and appeal, and that there may be conflict in policy as well as an unhealthy rivalry. The lack of coöperation in appeal to advertisers may tend to destroy both school and community spirit. A board of publications may help coördinate all conflicting interests and develop a school policy governing all school publications. Such a board may be composed of the editors, business managers, and advisers of all publications, the head of the English Department, the adviser of boys, the adviser of girls, the director of extra-curricular activities, the president of the student council, and the principal or his representative. This board is a policy-making group. In a small school there will be, naturally, a smaller number of members on the board, but the principle is the same, whether the school is large or small, whether it has one or four publications. Further, if there is more than one school in a system there is a real need for coöperation of all schools and the superintendent's office in developing a policy for the whole system.

The Cleveland plan. This idea of a central board has been worked out in many ways. The city of Cleveland has had a director of publications, who among other duties had advisory supervision of all Cleveland school papers. This director kept individual schools well informed of all that is going on in the world of student publications. This city has an Association of Teachers of Journalism, a city-wide Hi-Press Club, a working coöperation with the Cleveland Advertising Club, and a series of local contests di-

rected by the local newspapers and the schools. Annette Smith tells the story in this fashion:

Among the thirteen senior high schools in Cleveland, twelve have newspapers and two conduct magazines. Some of the papers are published weekly, some bi-monthly, and the newest senior high issues a monthly. They range in size from five to eight columns and all have four pages, except in the case of special editions. No effort has been made to standardize the papers except in so far as they observe the recognized rules in news-writing and make-up. Rather, have they been encouraged to retain their individuality. Thus, *The South High Beacon*, Cleveland's largest paper and the one which has received the greatest recognition, is an eight column paper, printed on regular newspaper stock, while *The West Technical Teller* has six columns and is printed on a coated magazine paper. Individuality also expresses itself in special features, columns, and the like and great rivalry is often seen amongst the youngsters on the papers in their efforts to create the most effective feature in the city.

The journalism teachers themselves have been of invaluable assistance to new teachers. Two years ago they organized the Cleveland Association of Teachers of Journalism which meets once a month to discuss common and individual problems. The sessions are informal dinner meetings where everything pertaining to high school papers is gone into thoroughly. Here, the new teacher comes to find answers to her problems and nothing is too simple or elementary to receive consideration from the group.

This association's greatest accomplishment, it believes, was the standardizing of the teaching of journalism in the Cleveland schools. Before this was done every high school had different rules governing credits, amount of time a teacher should give to the work and amount of time to regular teaching and study hall duty, text books to be used in news-writing classes, and other phases of the work. A standardization report was drawn up by the association, copies of which were sent to the director of English, to the assistant superintendent of schools in charge of senior high schools, and to the principal of every senior high school. Gradually the report's recommendations are being adopted throughout the city and journalism teachers' working conditions are improving...

Another coöperative organization functioning in Cleveland is the Hi-Press Club, whose membership is composed of boys and girls on

the staffs of all senior high school papers. This club meets about every three weeks at different schools where a representative of one of the daily papers talks to them about some phase of newspaper work. The best feature writer in town goes out and talks about his specialty, a cartoonist gives some of the rules of his trade, a make-up authority gives the youngsters help in the appearance of their papers, and other local newspaper men and women assist with various suggestions. These talks are made at a dinner served in the school's cafeteria through coöperation with the lunch-room department, and are followed by an hour or two of dancing, stunts, and other festivities.

Local newspapers have also coöperated with the high schools by having annual contests for the school papers. *The Plain Dealer* offers a cup to the senior high school having the best all-round paper. *The News* offers one to the junior high school having the best paper, and *The Times* offers a cup and a certificate to the senior and junior paper respectively having the best editorial page.

The Cleveland Advertising Club has been of great assistance to Cleveland high school papers in improving the quality of advertising which has appeared in their columns. A committee was appointed by the club, last year, composed of advertising managers of three of Cleveland's large stores. This committee studied the advertising columns of the high-school papers and from their study drew up a list of recommendations for improvement. Taking school paper advertising off the charity basis and placing it on the basis that the medium is of real advertising value, and substituting advertisements that really say something for the "name cards" previously used extensively, were their two strongest recommendations.

Continuing their policy of helping school papers, the Advertising Club gave a series of lectures this year to members of the business staffs of senior high school papers. These lectures were given by expert advertising men and contained definite, concrete help to the boys and girls in charge of the papers' advertising. After the lectures a question hour was held where the pupils besieged the lecturers with questions on specific problems.¹

Probably many cities could profit by studying the organi-

¹ Smith, Annette. "Newspapers in the Senior High Schools of Cleveland," *The School Press Review*, vol. 2, no. 1. April, 1926; and Miller and Charles, *Publicity and the Public School*, pp. 154-61.

zation behind the newspapers in the Cleveland public high schools.

The Canons of Journalism. The board of publications must consider, also, the code that is to govern the school's or the city's publications. Such a code can well be based on the Canons of Journalism as set forth by the American Society of Newspaper Editors. This society has a Committee on Ethics, which shortly after it was appointed began the formulation of the Canons of Journalism in 1923. This code as adopted, including a revision in 1925, is as follows: ¹

CANONS OF JOURNALISM

The primary function of newspapers is to communicate to the human race what its members do, feel, and think. Journalism, therefore, demands of its practitioners the widest range of intelligence, of knowledge, and of experience, as well as natural and trained powers of observation and reasoning. To its opportunities as a chronicle are indissolubly linked its obligations as teacher and interpreter.

To the end of finding some means of codifying sound practice and just aspirations of American journalism these canons are set forth:

I. *Responsibility.* The right of a newspaper to attract and hold readers is restricted by nothing but considerations of public welfare. The use a newspaper makes of the share of public attention it gains, serves to determine its sense of responsibility, which it shares with every member of its staff. A journalist who uses his power for any selfish or otherwise unworthy purpose is faithless to a high trust.

II. *Freedom of the Press.* Freedom of the Press is to be guarded as a vital right of mankind. It is the unquestionable right to discuss whatever is not explicitly forbidden by law, including the wisdom of any restrictive statute.

III. *Independence.* Freedom from all obligations except that of fidelity to the public interest is vital.

¹ First Annual Meeting of the American Society of Newspaper Editors, *Proceedings*, p. 39. 1923. See also: Landis, B. Y., *Professional Codes*; Harrington and Frankenberg, *Essentials of Journalism*, p. 86, for Dana's "Golden Rules"; Huff, Bessie M., *How to Publish a School Newspaper*, pp. 7-8.

1. Promotion of any private interest contrary to the general welfare, for whatever reason, is not compatible with honest journalism. So-called news communications from private sources should not be published without public notice of their source or else substantiation of their claim to value as news, both in form and substance.

2. Partisanship in editorial comment which knowingly departs from the truth does violence to the best spirit of American journalism; in the news column it is subversive of a fundamental principle of the profession.

IV. *Sincerity, Truthfulness, Accuracy.* Good faith with the reader is the foundation of all journalism worthy of the name.

1. By every consideration of good faith a newspaper is constrained to be truthful. It is not to be excused for lack of thoroughness or accuracy within its control or failure to obtain command of these essential qualities.

2. Headlines should be fully warranted by the contents of the articles which they surmount.

V. *Impartiality.* Sound practice makes clear distinction between news reports and expressions of opinion. News reports should be free from opinion or bias of any kind.

This rule does not apply to so-called special articles unmistakably devoted to advocacy or characterized by a signature authorizing the writer's own conclusions and interpretations.

VI. *Fair Play.* A newspaper should not publish unofficial charges affecting reputation or moral character without opportunity given to the accused to be heard; right practice demands the giving of such opportunity in all cases of serious accusation outside judicial proceedings.

1. A newspaper should not invade private rights or feelings without sure warrant of public right as distinguished from public curiosity.

2. It is the privilege, as it is the duty of a newspaper, to make prompt and complete correction of its own serious mistakes of fact or opinion, whatever their origin.

VII. *Decency.* A newspaper cannot escape conviction of insincerity if while professing high moral purpose it supplies incentives to base conduct, such as are to be found in details of crime and vice, publication of which is not demonstrably for the general good. Lacking authority to enforce its canons, the journalism here represented can but express the hope that deliberate pandering to vicious instincts will encounter effective public disapproval or

yield to the influence of a preponderant professional condemnation.

VIII. To its privileges under the freedom of American institutions are inseparably enjoined its responsibilities for an intelligent fidelity to the Constitution of the United States.

The newspaper workers in every school, aided by the board of publications and by the Canons of Journalism, can and should work out a code for their own guidance.

The kind of paper. The board can decide also the kind of paper to be published. Shall the paper consist of a single copy prepared by a group of pupils and read at a weekly meeting of a home-room, club, or class, or in assembly; shall it be copied and posted on one or more bulletin boards; shall it be a special column or section in the town paper; shall it be mimeographed; or shall it be published as a school paper? In any event, how often shall it be published? Most schools seem to prefer a mimeographed or printed school paper of their own, but Paul W. Kieser,¹ possibly with small towns in mind, presents the following argument for publishing the school paper within the columns of the community newspaper: (1) No expense to the high school and no worry about paying expenses of publication; (2) the advantage of the expert help and advice of the newspaper editor and his mechanical force; (3) a weekly publication, if desired, instead of a monthly paper; (4) no need of soliciting "charity" advertising from the local merchants; (5) no feeling on the part of the local editors that their territory is being encroached upon; (6) the school news in the community newspaper is much more likely to be read by the parents than if published in a separate high school newspaper — the weekly newspaper is the most thoroughly digested newspaper published;

¹ Kieser, Paul W., and Yule, Mildred E. A booklet, *The High School Paper*, published by the State College, Brookings, South Dakota.

(7) a much better idea of newspaper methods and requirements is secured by this means.

The adviser and the school paper. The adviser, preferably a successful teacher of English, needs the kind of youthful zest, vitality, and nervous energy that enjoys an adventure. As Miller points out, this is a young person's game. Such a teacher must be the kind of person that gets other people to work. Since the coöperation of the whole school is necessary, the adviser must be able to work constructively and happily with other members of the faculty as well as with the pupils. The paper should touch every group, every activity, and every department in the school.

Since so many advisers at the present time are comparatively untrained — Miss Penney puts it at nine out of every ten — the second question is, How shall the adviser be trained? If the prospective adviser is a college graduate with successful experience in teaching, preferably English composition, a vacation spent with a newspaper, country weekly or city daily, will help. A course for advisers of school newspapers, as offered in some college for teachers during regular or summer sessions, should be of service.

There should be also a thorough understanding of the whole problem of extra-curricular activities. In fact, two faculty advisers, if they can and will work together, may be better than one. If there are two, one should have charge of producing the paper while the other has charge of all financial affairs. Men and women advisers are as a rule equally good — or bad. In any event, the adviser will have to do a great deal of self-education. The bibliography for this chapter shows the wealth of material available. "The real test of an adviser's fitness for his work," so Miss Penney thinks, "is his ability to lead his pupils to develop the right attitudes, to set up the right standards,

to accept the responsibility for making the paper as nearly ideal as possible." Thereto she adds this cheery note: "A teacher who believes in youth and its possibilities finds in this relationship satisfaction and joy."¹

How is the paper produced? Some papers are written, edited, and published with very little faculty guidance in schools that have not as yet assumed responsibility for the paper. Other papers with a staff, or at least the editor-in-chief, elected by the student body, are issued under faculty supervision. In many cases, those elected are chosen from an eligible list made up by the faculty. In still other cases the faculty directly or through the adviser of the paper select the more important officers, who in turn select their assistants. The whole matter of choosing the staff depends largely on whether or not there are newspaper-writing courses given in the school.

There is a growing tendency for the school paper to grow out of class work and to carry in each issue such statements as the following:

The North Central News, North Central High School, Seattle, Washington, *published weekly by the class in journalism.*

The Weekly Scarab, East Technical High School, Cleveland, Ohio, *published every Thursday during the school year by the students of newspaper writing and editing and printed by the boys of the print shop.*

The Argentinian, Argentine High School, Kansas City, Kansas, *published semi-monthly by the students of the Journalism Department.*

Pasadena Chronicle, Pasadena High School, Pasadena, California, *published under the direction of the Department of Journalism.*

The Dart, Ashtabula High School, Ashtabula, Ohio, *published once a week during the school year by the Journalism class of Ashtabula High School.*

How is the staff organized? In those schools in which

¹ Penny, Edith M. "The Adviser and the School Newspaper," *Teachers College Record*, 27:894-900. June, 1926.

the paper grows out of the work in news or newspaper writing, or journalism classes, the chief members of the staff, at least, come from present or past members of the course. Some schools make one term's work, usually in the junior or the first half of the senior year, a prerequisite for membership on the staff. There are often a large number of reporters; in some cases one for every home-room. In some cases the staff is selected for the term, occasionally for the year, and in other cases the staff changes every week. There is a growing recognition of the necessity for all staff appointments to be made on a merit basis with a fairly strict system of promotions.

It is practically impossible to find any two schools that organize their staffs in exactly the same way. The following plan seems to meet most of the needs for educative, efficient work:

The South High Beacon

South High School, Cleveland, Ohio

Editorial Board: Eleanor Morgan, Josephine Komocka, Alphons Wytwer, Marvin Tanner.

Business Manager: Alfred Kus.

Advertising Manager: Ethel Meermans

Circulation Manager: Bernard Bounce

Sports: Charles Strobl, Paul Ruzicka.

Art Editors: John Clark, LeRoy Schrauf.

Feature Writer: Florence Quay.

Faculty Adviser of Newswriting: Margaret M. Sullivan.

Faculty Advisers of Business Management: Raymond S. Shriver, E. A. Nace.

Reporters: Cecelia Jones, Sarah Morgan, Maybelle McInerny, Wilbur Kelley.

Typists: Lillian Nau, Blanche Krackora, Angeline Strelec, Caroline Hladik.

An examination of the list of the staff as published at the top of column one, page two, in nearly every school news-

paper, will reveal the organization of the staff. Such books as Huff's or Otto's, listed in the bibliography of this chapter, give a clear analysis of the duties of each member of the staff. In any plan the fundamental idea is a division of work and of responsibility. There needs to be first of all the teacher-adviser, who stimulates and guides by expert advice and by a wise, sympathetic, absolutely fair handling of the human element. It is important to keep some healthy adventure in the education of youth: the wise adviser provides for adventure rather than for its elimination. In the beginning and the end, nearly everything depends directly and indirectly on the ability of the adviser. The experiences of the Manual Training High School of Kansas City, Missouri, as well as that of many other schools, shows that "bricks without straw"¹ can be made, but a real newspaper is not made without an adviser.

Advertising in the school paper. The placing of advertising in the school paper has been considered by some business men to be an act of charity. Some solicitors of advertising for school papers have sold space instead of service and have based their sales talks on "loyalty" to the school. Advertising must be on a sound business basis. The school that sends, or permits, pupils to "beg" for advertising in its publications is alienating business men, lowering its own dignity, and destroying the self-respect of its "beggars."

There can be a survey of the school made to find out exactly what the members of the school buy. The paper's advertising manager and his assistants can make a list of everything that they can conceive of that the members of the school do buy or might buy. The members of the

¹ *Bricks Without Straw* — a booklet showing how a school "grew" a course in newspaper English and a print shop. Published by the school, 1919.

school could be asked to check the particular articles which they were considering buying. The tabulating of these checked items would result in a frequency table. This table could be used as a basis for soliciting advertising. The solicitor of advertising will study the merchant and his business before interviewing him or his advertising manager. With a definite knowledge of what the members of the school will buy, the solicitor can sell service instead of space.

Donovan, in his test of one thousand high-school seniors in eleven senior high schools in Philadelphia, found that these pupils knew what commodities were being advertised and pointed out that present-day young people bought and influenced their parents to buy the merchandise about which they knew.¹

The Cleveland Advertising Club studied the whole matter of advertising in school publications and concluded that "the school newspaper is an actual asset to advertisers whose line of business permits them to use it intelligently but that the Annual has no place in the advertising appropriation of an efficiently managed advertising department."²

Courses in newspaper writing. If a school expects to realize in the knowledge, attitudes, or habits of its pupils whatever of educational value there may be in first-year Latin, in geometry, in athletics, or in the school newspaper, it must provide guidance in the work to be done. The work may be curricular, partly curricular, or entirely extra-curricular, and the amount and possibly the quality of guidance may vary, but guidance is necessary. The point of view maintained in this chapter favors the present tendency for school newspapers to grow out of regular courses

¹ Donovan, H. M. *Advertising Response*. J. B. Lippincott Company, 1924.

² *School Topics*, December 11, 1924. Published by Cleveland Board of Education.

in newspaper writing. There are many of these courses, but few of them are in print. The *Laboratory Manual for Journalism in High Schools*,¹ by Bessie M. Huff, published in 1921, containing courses for three semesters' work with detailed assignments and reading references, was one of the earliest in the field.

The Cleveland Association of Teachers of Journalism, a pioneer organization, discussed, as long ago as at its meetings from February to June, 1923, the courses in newspaper writing that ought to exist in junior and senior high schools. The consensus of opinion was:

(a) That the course of journalism be divided into two semesters and be listed in the prescribed English course as English Composition — journalistic writing. This will eliminate the difficulties often found when students apply for college entrance and entrance boards question them about credit for journalism.

(b) That one half unit for each semester's work be given for the course; but that the first semester's credit be withheld until the student has completed the second semester's work, unless in the opinion of the teacher and the principal there is some special reason for crediting one semester's work.

(c) That the course be called English composition, Journalistic Writing I, for the first semester's work; and Journalistic Writing II for the second semester.

(d) That the first semester's work include a review of the principles of composition and punctuation; and the study of the theory and practice of newswriting.

(e) That the second semester's work be the publication of the high-school newspaper and only students who have completed course I be permitted to enter course II; that these students, supervised by faculty advisers, carry on all the work connected with the editorial and business sides of the publication.

(f) That teachers in charge of school publications be allowed school time for the work and that their teaching periods be reduced.

(g) That the teacher of journalism in charge of the publication have no extra-curricular duties except the paper.

¹ This *Manual* was later included in Miss Huff's *How to Publish the School Paper*. 1924.

(h) That his classes be two in addition to the journalism classes.

(i) That he be given no home-room. That study hall work, if assigned him, take the place of a class.

(j) That a teacher be appointed to supervise the business side of the paper and be allowed one teaching period a day for the work; that he work in conjunction with the teacher in charge of the editorial side of the paper and be responsible for the handling of all details in connection with business problems, including advertising, circulation, and cost of production.

(k) That the editorial and business staff be named according to merit of candidates by advisers in charge of publication, approved by the principal of the school.

(l) That definite duties be given each worker on the staff and that he be held strictly accountable for the execution of these duties.

(m) That business and editorial advisers and staffs cooperate all the time in the work of publication.

(n) That each student on the staff be required to keep a file of stories he has published to aid teacher in determining grades.

(o) That as far as possible work of publication be done as class work each day. That extra hours after school given to publication be credited as outside preparation similar to home work.

(p) That credit in the course be given to students in the course who contribute art work, time in soliciting and selling ads, preparation of ads, collection of bills and for keeping accounts in connection with business side of the paper, relative to advertising and circulation.

(q) That it is necessary that there be a stated time when the staff meets and remains to write news.

The future of school publications. According to present tendencies, the junior and senior high schools of the future will have at least one publication and that publication will be the school newspaper. This paper may be mimeographed or printed, according to the size and the financial resources of the school. Schools containing only grades one to six also will probably have a mimeographed newspaper. Possibly in junior high schools, and certainly in senior high schools, the newspaper will be produced by

pupils who have had and who are having direct curricular training in the writing and production of the school paper. Junior and senior high schools will have a handbook produced largely by the pupils. The possibilities for educative experiences for pupils in producing the handbook will be recognized by the school and this recognition will guide the development, writing, and organizing of the material contained in the handbook. The third school publication, if there is a third publication, will be the literary magazine. The news items that have formed a large part of the older magazines will be found in the school newspaper. The "humor" that has been produced by the scissors and paste-pot will disappear. The real humor of the school — and there is plenty of it — will be cared for in the humor column of the newspaper. The accounts of "rosy fingered Dawn, child of the morning," will be left for Homer and other giants among poets who can do that kind of fine writing. The literary magazine will contain the best of the attempts at creative writing that grow as a part of the planned-for activity of the whole school. The number of schools that now issue a special number of the school newspaper in place of the traditional annual will increase greatly. Most assuredly the real junior high schools will not imitate the stereotyped senior high-school annual. The senior high school that has a planned, well-thought-out program of activities, curricular and extra-curricular, either will provide the difficult training necessary to produce an illustrated book that epitomizes the school or will eliminate the annual entirely.

QUESTIONS

1. In the high schools that you know, or know about, what school publications exist? Under what conditions are these publications produced?

2. What are the chief issues that need clear statement and definition in regard to each type of publication?
3. How do you account for the increasing interest in some forms of school publication and the decreasing interest in others?
4. What favorable educational opportunities, if any, do you see for the school in producing and publishing a school newspaper? — for the pupils? Take any one of these opportunities that you see and analyze it in detail.
5. Why is, or is not, work on the school newspaper vocational?
6. Analyze several of what you consider the best school newspapers you can find as to content. What should the school newspaper publish?
7. What should be the policy of the school paper in respect to editorials? — feature stories? — humor column?
8. What specific training shall the school give pupils in the preparation of copy? Compare your answer with the statements of the 98 editors summarized in this chapter.
9. On what basis should the name of the paper be selected?
10. Select from the school newspapers available the best in form and make-up. What standards have you formulated as a basis of selection?
11. Should there be in a particular school a board of publications which supervises all publications? If so, who should compose it? What should such a board do?
12. What organization, if any, should exist for guiding the school publications in a whole county or city school system?
13. How, if at all, can a definite understanding be developed between the school and possible advertisers in school publications?
14. What, if any, canons of school journalism can be developed? What canons should be developed?
15. Under what circumstances, if any, is it wise to publish school news in the local paper? If it is wise to publish such news, how, in view of necessary efficiency and desired educative experience, shall copy be produced and, if necessary, edited?
16. How is the right kind of adviser of the school newspaper to be found or produced?
17. Shall the newspaper be produced by a curricular class in newspaper writing?
18. In the high schools where the newspaper is produced by a regular class in newspaper writing, how does the amount of

pupil-time required compare with the time requirement of other English courses? — with mathematics, Latin, history, science?

19. How can the newspaper staff be selected? How should the staff be selected?
20. What are the duties of each member of the staff?
21. Work out a course of study for one semester of a course of newspaper writing given in the first half of the senior year.
22. What should be the future of the school newspaper in your school?

CHAPTER XII

THE PUPIL'S HANDBOOK

The why and how of the handbook. In the survey of the high schools of Philadelphia, the present writer said:

There should be a Students' Handbook of convenient vest-pocket size for every high school pupil. Such a book should contain the aims and aspirations of the school, the organization and administration of extra-curricular activities, the organization and administration of the academic and routine work of the school.

In presenting the aims of the school there should be a historical sketch of the institution and what it has stood for, an account of the material being of the school — the building, the classrooms, offices, gymnasiums, the lockers, the scheme of decoration, and the plans for the care of the building. There should be also in this part of the handbook a general authoritative statement from the principal of the plan of whatever type of coöperative government and administration exists in the school. In addition, there should be an attempt to state the school's creed and to put down as definitely as possible in words the spirit of the school.

A second part of the handbook should be devoted to pupil activities. Here should be presented the Constitution of the Senate or Students' Association and the special regulations that this association, with the aid of the adviser or director of student activities and the principal, has made for regulating all the extra-curricular activities in which the pupils participate. Such items should be included as the chartering of clubs, the regulations concerning membership in these clubs, the home-room organization, the athletic association, the school paper, the assembly, the musical organizations, an account of the work of the dramatic and all other clubs. There would be included also an account of the alumni or alumnae associations.

In a third part there should be an account of the departments of instruction, the various curricula briefly set forth, a list of the faculty by departments, and where the members of the faculty may be found.

A fourth part should contain an explanation of the organization and administration of the schools. Everything should be presented here that the incoming pupil needs to know about the mechanical organization of the school. Such topics should be included as how and when to register, the scheme of the pupils' schedule or roster, the schedule of the school day, the amount of work each pupil can carry, the credits, the requirements for graduation, the marking system, the use of the library and study hall, and such information as would help the pupils and teachers, especially the new ones, to feel at home in the school environment.

The fifth division might contain the special features of the school, the intimate life of the school, its traditions and its great achievements.

Finally, there should be the school songs and cheers and a statement of the school's spirit of sportsmanship.

The purpose of the whole book is, through conveying definite information and the spirit of the school, to establish right school habits and a certain mental attitude toward the school and all its activities. It is difficult for one who has been long in a school to realize how strange the school and all its ways are to the more or less frightened pupil who is just entering. Wherever possible this Students' Handbook should be studied by the pupil in the term preceding the time when the pupil is to enter the high school. It should serve as a guide for all pupils throughout their high school course. Parents of all pupils should read it carefully.

This handbook should be prepared by the Students' Association with the aid of all club officers, the teachers, the principal and his office, and with the special aid of the director of pupil activities. The principal or his office force could prepare the solid information of the book, but the flavor and point of view would probably be that of the office rather than that of the pupils. The incoming pupil gets the information about the ways of the school and how to behave from other pupils rather than from the teachers. The pupils can tell each other the life of the school a great deal better than can the teachers. This does not mean that the principal and teachers should not aid and direct, when necessary, in the preparation of the handbook and finally review it carefully before it is published, but it does mean that the Students' Association should assume the responsibility of preparing the manuscript.

The preparation of such a book can be one of the best English problems that could occupy a class or several classes. The data

from the school would be collected, evaluated, and organized. Scores of handbooks from other high schools all over the country would be secured and studied, and, finally, after the pupils have something to say, there would be the problem of saying it in the best possible way. The writing of such a book offers so many opportunities for real training that the teachers must not rob the pupils of the chance. In the end, the pupils with the aid of the teachers will produce a much better book than can the principal and teachers working independently of the pupils.

In some large high schools the publication of the student handbook is financed by the Board of Education; in others the Board furnishes the paper and the pupils do the printing and binding; and in still other high schools, the Students' Association finances the book and sells it to the pupils at cost — ten or fifteen cents per copy.¹

What do high-school handbooks contain? In a detailed study of 223 high-school handbooks from 35 states, Alfred A. Rea² in 1927 found what he considered 192 different items discussed in these handbooks. His list gives the frequency of mention of each item discussed in the 223 handbooks studied. This list can serve, not only as a means of showing the items and their frequency, but at the same time as a check list for those interested in studying or in publishing a handbook.

ITEMS MENTIONED	FREQUENCY	ITEMS MENTIONED	FREQUENCY
1. Activities	167	10. Clubs	129
2. Date of publication	165	11. Names of faculty	128
3. Course of study	163	12. School yells	128
4. Athletics	158	13. Plans of building and grounds	127
5. Attendance regulations	145	14. Introduction and foreword	120
6. School songs	143	15. College entrance requirements	117
7. Pupil organizations	137	16. History of school	107
8. Daily schedule	133		
9. Library information	131		

¹ Fretwell, Elbert K. Survey of the Public Schools of Philadelphia, *Report*, Book 4, pp. 158-60.

² Rea, Alfred A. *A Study of Student Handbooks for High Schools*. Master of Arts Thesis, Department of Education, University of Chicago, 1927.

ITEMS MENTIONED	FREQUENCY	ITEMS MENTIONED	FREQUENCY
17. Assemblies	104	54. Credits	43
18. Lost and found	100	55. Athletic records	42
19. Awards	96	56. Fees and tuition	42
20. Requirements for graduation	95	57. Bulletin boards	39
21. Report cards	95	58. Care of building	39
22. Cafeteria	94	59. Athletic schedules	38
23. Tardiness	93	60. Advisers	38
24. Pictures of building	92	61. Banking	37
25. Lockers	86	62. Manners and courtesy	37
26. Pictures of people	86	63. Study hall rules	36
27. Fire drill	85	64. Summer school	34
28. General information	85	65. Home-room	33
29. School calendar	85	66. Parent-Teacher Association	33
30. Marks and marking	81	67. Home work	32
31. Organization publishing the handbook	81	68. Point system	32
32. Scholarships	79	69. School spirit	31
33. Blank memorandum space	78	70. Supplies	31
34. Social life	75	71. School colors	30
35. Index	71	72. Alumni association	29
36. Honor Society	69	73. Dedication of book	29
37. Table of contents	68	74. Publications	29
38. How to study	67	75. Smoking regulations	29
39. Honor rolls	64	76. Aims of school	27
40. Telephone regulations	63	77. Do and don't	27
41. Athletic rules	60	78. Pass slips	26
42. Names of handbook staff	60	79. Trophies	26
43. Greetings	55	80. Traditions	26
44. Names of members of Board of Education	55	81. Book exchange	25
45. Traffic regulations	54	82. Examinations	25
46. Ideals	52	83. Finances	23
47. Health regulations	51	84. Physical Education	23
48. Constitution and by-laws of school	51	85. Registration rules	23
49. Bell system	50	86. School and student creeds	23
50. Directory of building	50	87. Vocational guidance	22
51. Letter wearers	44	88. Medals	21
52. Space for owner's name	44	89. Memorials	21
53. Admission regulations	43	90. Flag salute	20
		91. Military training	20
		92. Special credits	20
		93. Visitors	20
		94. Working papers	20
		95. Calendar	19

ITEMS MENTIONED	FREQUENCY	ITEMS MENTIONED	FREQUENCY
96. Care of books	19	135. Etiquette	6
97. Halls, conduct and monitors	19	136. Entering and leaving school	6
98. Lunch	19	137. Fraternities	6
99. Motto	19	138. Free textbooks	6
100. Rules and regulations	19	139. Merit system	6
101. Textbooks	18	140. Make-up work	5
102. Advertisements	17	141. Property	5
103. Reading lists	17	142. Regent's examination	5
104. Reports to parents	17	143. School seal	5
105. Transfer and discharge	17	144. Truancy	5
106. Gymnasium	16	145. Demerits	4
107. Parking bicycles	16	146. Dancing	4
108. Deans	15	147. Failures	4
109. Change in course	15	148. Forms of manuscript	4
110. Dress	15	149. Expense	4
111. Gifts	15	150. Honor system	4
112. Employment	14	151. Location of school	4
113. Reports, administrative	14	152. Passing of classes	4
114. Transportation	14	153. Religious credits	4
115. Night school	13	154. Activity season ticket	3
116. Student loans	13	155. Cap and gown	3
117. Faculty	11	156. Continuation school	3
118. Administration	10	157. Dropping subjects	3
119. Citizenship	10	158. Keys	3
120. Classification of pupils	10	159. Pupil constitution	3
121. Class officers	10	160. Shop opportunities	3
122. Emblems	10	161. Directions for written work	2
123. Hospital room	10	162. Flag etiquette	2
124. Office rules	10	163. Forms	2
125. Anti-fraternity rules	9	164. Grading plans	2
126. Points, conduct	9	165. Guidance	2
127. Promotions	9	166. Leadership	2
128. Elevator regulation	8	167. Requirements as a student	2
129. Graduation customs	8	168. Rules of organization	2
130. Program of study	8	169. School welfare committee	2
131. Names of club members	7	170. Supervised study	2
132. Student government	7	171. School buildings	2
133. Art organizations	6	172. Tutoring	2
134. Deportment	6	173. Use of stairways	2
		174. Visiting teacher	2

ITEMS MENTIONED	FREQUENCY	ITEMS MENTIONED	FREQUENCY
175. Blind pupils	1	184. Project room	1
176. Character record	1	185. Probation rules	1
177. Detention room	1	186. Public opinion	1
178. Definition of credits	1	187. Public speaking	1
179. Girls' rest room	1	188. School prayer	1
180. Government	1	189. School counselor	1
181. Honor students	1	190. Special equipment	1
182. Honor study room	1	191. Special examinations	1
183. Keeping company	1	192. Sessions	1

Producing the handbook can be an educative experience for the pupils. Most people do not make mistakes intentionally. Rather, they make mistakes because they do not know any better, or, as pupils usually say, "I didn't think." The getting out of the handbook can help pupils to think, to understand, and to know. A constant theme of this book on extra-curricular activities is that pupils should have the educative experience of sharing in making school regulations. Likewise, the idea is often repeated that education should take place in advance of legislation. The producing of a handbook furnishes a rare opportunity.

Study other handbooks. For example, in a high school that does not have a handbook, handbooks can be secured from other schools. These handbooks can be made up into "libraries" of four or five books each and circulated through the home-rooms. As a result of the study and discussion of these handbooks in home-rooms, pupils can learn, not only what other schools are doing, but at the same time they can get a conception of what a high-school handbook is. Probably many of the pupils know or can get copies of handbooks used in many department stores, or in industry, or business, or those that come with the new family automobile.

What does a pupil need to know? The discussion of the handbooks of the "circulating libraries" as carried on in the home-rooms leads naturally to the second step in pro-

ducing the handbooks: "What does a pupil need to know to get on well in this school?" Here the exploration of what one needs to know can be brought out in thorough, dignified discussion. The school regulations can be studied, but, after all, most school regulations are negative. What the ordinary pupil needs to know is not so much the negative as the positive statement of what one needs to know as a basis for right action. In a well-regulated school there are few regulations. The field to be studied is much wider than any body of school regulations. The pupils of a home-room, especially in freshman and sophomore home-rooms in a senior high school or in the seventh and eighth grades of a junior high school, will be especially ready, if the "atmosphere" of the home-room is democratic and friendly, to tell, explain, emphasize what one needs to know. Like Cardinal Wolsey, they recognize the "state of man." They have put forth their "tender leaves of hope"; they have had their "tomorrows" when the "blushing honors" fell thick upon them. Likewise, they probably have fresh in memory a fatal day when came the "frost, a killing frost," which seemed about to nip their academic existence. Those who have survived the "frost" incident to some blunder can tell, or think they can, what one needs to know to get along. Pupils have always been passing on this knowledge to other pupils. Much of this knowledge passed on has been of the *sub rosa* variety.

Schools that have tried this home-room discussion plan of what one needs to know usually report a revival of right and courteous action blossoming all over the school. But this is not the end of the story.

Pooling information. The pupils in the home-room pool the information which they think ought to go into a handbook. It is really encyclopedic. The home-room secretary compiles the information. The secretaries of all

other home-rooms do the same. All of the material compiled by all home-rooms is the raw material of a handbook.

A handbook assembly. The discussion activity that has been going on in all home-rooms needs the unifying process that can come in an all-school assembly. This assembly program can consist of a summarizing and rationalizing of what has been done. Pupils who have been especially successful in home-room discussion can tell the whole school what one needs to know as a basis of right action in the school. Likewise, where this type of assembly has been tried out, the pupils usually have included some account of "when a feller needs a friend." It should be noted in passing that these leaders of discussion in home-rooms and in assembly can make a series of excellent "teams" to send to contributing schools to explain to "graduating" groups what they need to know and do on entering high school.

Editing. In getting out the handbook, all of this material pooled from the various home-rooms can be turned over, for editing, to an English class working in coöperation with the student council or to a committee of the council. This material, together with the necessary additional material from the office, when condensed and written and rewritten, is the handbook. It is probably more nearly correct to say a handbook is "rewritten" rather than "written." In any event, such a process as has been described is an adventure in democracy. Of course, the teachers have been guiding all the time — guiding, not dictating, but they are not "nominated in the bond."

Naming the child. This child of so many brains needs a good name. School discussion will help here. As in producing the book, discussion is not exclusively for the purpose of producing a better book or a better name. Rather,

it is to make the book when issued the "pupils' own book"; likewise, to get education in socialized living in advance of legislation. This book, intended for the pupils and their parents and the teachers of a particular school and not for nation- or state-wide circulation, needs a name to carry the idea of the book and to identify it. Among names which seem appropriate are: *The Pupils' Handbook*, to distinguish it from a teachers' handbook; *The Lane Book*, *The Langley Guide*, *Freshman Guide Book*, *Freshman First Aid*, *The Life of Manual Arts*. At long range such names as those just cited seem better than: *The Bulletin*, *The Circular of Information, Regulations and Requirements*, *The Empirector*, or *The Angels' Guide*.

The spirit of the handbook. Every principal who has tried writing "The Foreword" for the school handbook knows the difficulty of saying just the right thing in the right way. He probably desires to be friendly, firm but not fierce, dignified but not stiff, brief but not abrupt, to capture in words the spirit of the school as he expresses its ideals, to welcome each pupil as an individual and as a member of his or her group, to help the pupil feel at home in the school and to challenge him to contribute his best to make the school still better.

The pupils, in furnishing ideas for the book and in writing out these ideas, often have a way of expressing the spirit and describing the adventure that going to a really alive high school actually is. Frequently these pupils, in their expression of the life of the school, guided and edited enough but not too much, surpass the professional phraseology of the more erudite faculty.

Using the handbook. The handbook ought to be so interesting that the prospective or new pupil reads it straight through, and ever after uses its well-made index as a means of constant reference. In the hands of the right home-

room sponsor, the spirit that maketh the book alive can express itself still further as the book is used in the home-room as one means of guidance.

QUESTIONS

1. What kinds of commercial, industrial, or professional organizations have handbooks? Why?
2. In a handbook for your high school what items should be included? On what bases do you make your selection?
3. How, if at all, can producing the handbook be an educative experience for the pupils?
4. What does a pupil need to know on entering your school to begin well? How, if at all, does a pupil secure this information?
5. If a school is to issue a handbook, how, step by step, should it be got out? On what educational bases do you justify your procedure?
6. How can the handbook be used or misused? How should it be used?
7. Should the school have a handbook? Why?

CHAPTER XIII

THE HIGH SCHOOL MAGAZINE

The magazine and the school. Wisely or unwisely, the school has emphasized writing for everybody. English composition has been an assigned task; even if the pupils had nothing to say, they were required to write. One of the hard puzzles is to find why teachers of English composition have placed so much emphasis on the wearisome red-ink correction of themes and so little emphasis on developing in pupils the materials of composition along with the method. The urge to speak and to write well comes from having something to say. There is need for a reasonable mastery of the mechanics of composition, but if the writer has nothing to say, probably the time-honored drill on unity, transition, coherence, and variety will never succeed. "Look into thy heart and write" may have been the best advice for producing lyric poetry, but such looking so often results in seeing nothing. Reading, wide, rich, and varied, in a friendly, creative, critical atmosphere, is a foundation for writing. In school there is an insistent necessity for a teacher-guide who has the sense and taste to point out what is really good. To say, "Thou ailest here and here," may have all the value that Matthew Arnold claimed for it, but it is the sincere, positive, correct pointing-out of an excellent idea, word, phrase, or sentence that stimulates and guides the young composer who may some day write well.

In a school where there is real creative writing in sketch, poetry, essay, or whatever the form, there is a necessity for outlets for this creative work. One of these outlets can be the literary magazine.

Early school magazines. The earliest form of magazine or newspaper seems to have been a manuscript paper prepared by the scholars and read before the school at more or less regular intervals. The first article on the editorial page of *The High School Thesaurus*, Worcester, Massachusetts, November, 1859, contains this statement:

In former years a written paper, composed of short editorials, the compositions of the scholars, selections of wit, etc., was read before the school once a week.

Its editors were a young lady and gentleman, appointed by the principal teacher.

Its size was equal, usually, to four sheets of "foolscap" paper; and nearly three fourths of an hour every Saturday morning was devoted to its reading. Ambition to have one's compositions *published* served as a stimulant, ever urging to continual efforts at improvement, and the regular reading of the paper was always looked forward to with interest by all, and with some fear and trembling by those whose reputations as composition writers were at stake.

The numbers of this interesting paper are in the possession of the school and form a pleasing collection of youthful productions.

Among the examples of these manuscript papers are two papers, "The Constellation" and "The Aspirant," 1851-1863, of the Girls' High School of Portland, Maine. These rival papers, as Grizzell¹ points out, "served as a medium of expression of student opinion as well as the presentation of choice bits of poetry, essays, jokes and school news."

The next step was the printed paper. In October, 1851, *The Effort* was published at Hartford, Connecticut. This was a twelve-page single-column publication with an editor chosen by the school. It was devoted to essays, poetry, sketches, stories, and chronicles, with no news, jokes, or advertisements. In its first editorial it stated this purpose: "We are the humble media through which the talent of the

¹ Grizzell, E. D. *Origin and Development of the High School in New England Before 1863*, p. 346.

high school is displayed. We are collecting the first harvest of thought from fields long unused to the sickle where the rich ears have as yet reposed in secret."

The ambitions of this editorial, as well as the solicitude expressed in the heading under which this first editorial was published, "Commendo vobis parvum meum filium," appear not to have been realized, as *The Effort* seems to have exhausted itself with the first issue.

The High School Thesaurus, of Worcester, Massachusetts, had a longer life. This publication, beginning in November, 1859, was an eight-page three-column paper "published monthly by the scholars of the high school" at five cents a copy and ran for three years. Its first editorial, headed "Prospectus," contained this statement of purpose: "To improve the character of the compositions, and to place matters of school interest in a permanent and accessible form." There was also the promise that, "*The Thesaurus* will contain statistics relating to school matters, short editorials and selections, translations, compositions in prose and verse and in each number a report of the proceedings of the Eucleia Debating Society and an occasional oration or discussion." True to its "Prospectus," its title-page contains a "Literal Hexameter Translation" of 46 lines of Virgil, 23 lines translated from Horace, and the story of Orpheus and Eurydice. In common with *The Effort*, it contained editorials, essays, and poetry. It included, in addition to its translations of the classics, general and school news, advertisements, and such official information as the school calendar, class and examination schedules, and courses of study.

Along with the serious undertakings represented by such publications as *The Effort* and *The Thesaurus*, there appeared early in the history of school publications the humorous variety of magazine. In January, 1857, at

Hartford appeared "*High School Chanticleer*, published every once in a while by Jim Crow Chanticleer, price two cents, G. Hebard, Sole Agent." In accordance with its aim of being funny, volume 1, number 1, begins with "A Sonnet to the Big Ox," which is followed by what would now be called a "faked" stenographic report of a recitation. In the last three quarters of a century "school humor" does not seem to have changed much. It should be said for the honor of Jim Crow Chanticleer, however, that in his "crowings" he did not devote himself to his "scissors and the paste-pot."

Later magazines. More recently the school magazine has been an omnibus type of publication. Homer W. Hay, in *An Analysis and Evaluation of the High School Magazine*,¹ devoted himself to a study of 103 magazines. Nearly but not quite all of the contents of the magazines, as he analyzed this material, fell into twelve groups. In spite of the varying sizes of school magazine pages, he was able to find approximately the number of pages devoted to each of his twelve divisions and to determine fairly accurately the percentage of space devoted to each division. From this material the following table is set down:²

KIND OF MATERIAL	AVERAGE NO. OF PAGES	PER CENT OF SPACE
Prose.....	10.	20.6
Poetry.....	2.7	4.9
News.....	5.6	13.1
Editorials.....	3.	5.4
Alumni News.....	1.6	2.9
Athletics.....	4.	8.7
Advertising.....	10.6	23.2
Humor.....	4.6	9.5
Exchange.....	1.8	3.
Cartoons.....	.8	1.5
Pictures.....	.8	1.2
Features.....	.7	1.2

¹ A Master's Thesis, University of Pittsburgh, 1926.

² *Ibid.*, Tables II and III, pp. 8-9.

The range in number of pages of the 103 magazines analyzed was 12 to 140, with an average of 41 pages. The average number of issues per year was 7, although the mode was 9. From the table presented, the literary prose of whatever form and the poetry constitute about one fourth of the material. As a whole these 103 magazines belong to the omnibus type of magazine, partly literary, partly news.

Recent magazines. There has been a tendency in the past, if the school could have only one publication, to have this omnibus type of magazine. In the past few years, however, there has been a rapid tendency to substitute the newspaper for the magazine and to devote the newspaper to news. Where the school has been able to support in material as well as in finance two publications, the magazine has continued to exist, but has changed from the omnibus type to a literary magazine.

A statement in *The Evanstonian*, published by the class in journalism at the Evanston Township High School, Evanston, Illinois, may serve as an example of the change from the omnibus to the literary type of magazine. In volume 13, number 1, February, 1928, this explanation is made:

This is the first number of the new *Evanstonian*. Those features of the former *Evanstonian* which were essentially newspaper features and which took away from the unity of the magazine have been incorporated in the school newspaper. We believe that in its new form the magazine will give greater satisfaction both to those who read and those who write for it.

The development of the literary magazine has grown in part as a result of the tendency in many schools to develop what has often come to be called creative writing. This is as it should be. The literary magazine as an extra-curricular activity should grow out of the curricular life of

the school. If the school in the various English courses is not concerned with developing the writing ability of pupils, but puts its trust in assigned themes, such as "What I did last summer," or character sketches of Brutus's Portia or Macbeth, or attempts at short stories, the literary magazine cannot grow out of class work or return to the class activity to enrich it. In such a case the magazine may exist to furnish an opportunity for the expression of independent, creative work. However, such independent publications usually exhaust themselves in a few numbers. The fact is, if the school desires to have a literary magazine, the place to begin is not in the magazine itself, but in developing really creative work in the various English classes. The best of this creative work may find an outlet in the magazine. The school newspaper is growing rapidly, possibly in some cases too rapidly. The omnibus type of magazine is passing. As the schools grow in the direction of creative writing, the ability to produce and to appreciate the literary magazine will probably develop.

The magazine a planned structure. There has been a tendency to appeal for material for the magazine, to implore, to "pass the hat for contributions." School editors at present, however, seem to have learned something from the professional magazine editor. There is a growing tendency for school editors, in getting out the various issues of a magazine, to do longer-term planning. A particular issue is planned well in advance. The editors do not wait for what comes in or finally write the issue themselves. Rather, they plan what they want and get definite pupils to assume responsibility for producing the material desired by a set time. Such a plan is possible in a school where pupils have learned or are learning how to get ideas and to express them sincerely, clearly, interestingly. The way

should always be open for the new writer, but definite, well-understood assignment is usually more effective than waiting for an inspiration.

The pupil and the magazine. What do pupils want in the magazines they read? The answer to this question does not of necessity determine the kind of magazines that should exist. However, the answer does have some bearing on what kind of magazine the school can support. If the school desires to develop pupils who think with increasing intelligence and independence, there is little point in the exhausted appeal, "Show your school spirit by subscribing for the school magazine." Enough crimes have already been committed in the name of School Spirit.

High school pupils do read widely. Since those heroic days of 1741, when Benjamin Franklin and Andrew Bradford fought it out in Philadelphia to see whether *The General Magazine* or *The American* should be the first magazine published in America,¹ there has been a constant search to find what in the magazine has "appeal."

In 1926, Arvilla M. Johnson, in a study of the magazine reading of pupils in eight Nebraska high schools, outside of Omaha and Lincoln, found that 1652 pupils read 277 different magazines.² Of these 1652 pupils, 1174 read the *Literary Digest*, but a study of the 277 magazines read by one or more of these pupils emphasizes the breadth of the reading range and the attraction of the human interest appeal.

The school magazine depends on readers, as well as producers. The interests of readers can be developed by the school to the point where there is intelligent understanding and financial support of a school magazine that

¹ See Tassin, Algernon. *The Magazine in America*, p. 1. Dodd, Mead and Company, 1916.

² Master's Thesis, University of Nebraska, 1926.

The Black and Gold

Volume XIX

March, 1930

Number Three

Published and printed by the students of the Richard J. Reynolds High School, Winston-Salem, North Carolina.
One Dollar a Year

Rosanelle Cash	Editor-in-Chief
Faith Lucille Brewer	Managing Editor
Elizabeth Jerome	Copy Reader
Colin Stokes	Business Manager
Mr. W. D. Perry	Literary Advisor
Mr. C. R. Joyner	Business Advisor
Miss Bess Ivey	Business Advisor

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10.	A Glorious Adventure Elizabeth Gray
12.	Characteristics of Milton Rosanelle Cash
14.	Cotton Mather Visits Van Dyke's Dept. Store Hope Best
15.	Sunshine in the Rain Routh Nash
16.	Winston-Salem Mary Garber
17.	A Letter Isabella Hanson
18.	Cues Rosanelle Cash
20.	Daughter of Solomon Margaret Long
21.	Thought Ships George Killian
22.	Three Poems Faith Brewer
23.	The Storm Routh Nash
23.	Avalon Isabella Hanson
24.	Book Reviews
26.	The Legend of Black River Faith Brewer
27.	I am Become a Name Ruth White
28.	Silent Friends Mary E. Dobbins
28.	Morning Glories Routh Nash
29.	Sir Roger De Coverly in a Modern Hotel Anne Simpson
29.	Fate Routh Nash

appeals to a level of thought and feeling as high as the pupils can appreciate.

Form and material. The present school magazine still has a long way to go in make-up and material before there is any general realization of the possibilities of the magazine. Such a title-page as the one shown on page 347 is really an exception.

Many of the magazines do not have a title-page at all. Many others omit the name or the location of the school or the date of publication. The make-up of too large a percentage of the magazines is a chaos, "without form and void." In trying to be "literary," there is still too much of "the-pearly-dew-drop-at-dawn" stuff. There probably is some value in attempting to give to "airy nothing a local habitation and a name," yet too many of the contributions say nothing, probably not because the writer has nothing to say, but because of a striving after "fine writing." There is little evidence of much study or thought in preparation for writing. The swift intuitions and the eternal ego of youth are a very real part of youth's charm. However, the same charm continuously repeated grows stale.

The thin work of the writers is not due to inability. It is due rather to misdirected guidance or no guidance at all. Take the "Exchange Department," for example. Almost any departmental editor could review, summarize, or select material from other school magazines that would be of interest to his readers in showing what other schools and school publications are doing. The possibilities of the spread of worth-while ideas from one school to another through the "Exchange Department" of the school magazine are very real. Instead of an exchange of ideas there are such comments as the following:

We enjoyed the — of — — High. It's quite peppy and up-to-date, especially in sports.

The ——— from ——— ——— ——— could be improved with more cuts. ——— ——— your cover page is very attractive and your exchange department is very complete.

School editors waste space on such chaff because other editors do it, and these other editors do it because some other editor used to do it. School editors are intelligent; all they need is guidance in getting a sense of new direction; namely, write for their own school readers instead of writing for the exchange editor of another magazine.

Guidance, not toleration. The magazine has been a traditional extra-curricular activity. Since it has not tended to break out in any violent trouble-making form, it has been tolerated, but that is all — just amiably tolerated. What pupils when adequately guided can do in real writing that finds an outlet in the school magazine is abundantly demonstrated in some school magazines. The magazine does not need toleration; it has had too much of it already. It needs from teachers, who themselves can and do write, critical evaluation and constructive planning.

QUESTIONS

1. From an analysis of such school magazines as you have available, what are the strong and what are the weak points of this type of school publication? What are the standards by which you judge?
2. How do the magazines you have found compare in material with the 103 analyzed by Hay?
3. To what extent, if at all, is the action of *The Evanstonian*, cited in this chapter, representative of current practice?
4. What evidence do you find in school magazines to indicate that they are or are not a planned structure?
5. To what extent, if at all, is the table of contents of *The Black and Gold*, cited in this chapter, representative of form in current school magazines?
6. What is the function of each of the various editors and each of the various managers of a school magazine?

7. What constructive policy in respect to school publications, including or not including the magazine, do you recommend for the high school in which you are most interested? By what steps can the policy you have in mind be effectively carried out?

CHAPTER XIV

THE ANNUAL

Why do high schools have annuals? In *A Study of the Educational Value of the High School Annual*, Martha Grace Lane¹ summarizes the reasons for publishing an annual as given by 41 schools:

PURPOSE GIVEN	NUMBER OF SCHOOLS GIVING PURPOSE
To serve as a record of senior class	15
To serve as a record of activities of the school . . .	13
To give pupils training such as annuals give	8
To take the place of exchange of photographs . . .	4
To further school spirit	3
To line up with other schools	2

In *An Analysis and Evaluation of the Contents of the High School Yearbook*, Russell S. Burkhart² analyzed the literature that had been published about the annual. He found the idea most often stressed was: The annual is a record for a semester or for a year of the people, the events, and the spirit of the school.

Early college annuals. The annual in the colleges probably had some influence on the corresponding publication in the schools. Possibly the same reasons have existed in colleges and in schools for this type of publication. Miss Lane in her study points out:

- a. That as early as 1806, Yale had a booklet entitled "Profiles of Part of the Class Graduated at Yale College, September, 1806" which contained silhouettes of members of the class.
- b. That by 1822 there were autograph albums in which class-

¹ Master's Thesis, University of California, 1926.

² Master's Thesis, University of Pittsburgh.

mates had written "sentiments" of varying length, different for each acquaintance.

- c. That by 1840 these albums had grown to twice their original size and that in addition they contained engraved portraits of "distinguished professors."
- d. That by 1852, while these blank autograph albums were still used, there were certain additions: engraved portraits and signatures of members of the class and engraved views of the college. Blank pages, however, were still retained between the portraits for "sentiments."
- e. That in 1870, Yale published a pamphlet of 24 pages entitled "The Statistics of the Class of 1870, Yale College." This publication contained a list of the class, statistics such as territorial distribution and average age, members of societies, the match games in which the members of the 1870 class played.
- f. That the class albums continued as late as 1890.

There were innovations, not only in the same college, but in other colleges. For example, in 1857, according to George Rugg Cutting, in his *Student Life at Amherst College*, the *Olio* was published first in newspaper form, and that two years later it had become a pamphlet of 32 pages. By 1869 the *Olio* included a description of each class. This newspaper form and the accounts of classes other than the seniors sounds rather modern.

There is still another new note in Miss Lane's data. In 1874, at the University of California, the yearbook, *The Blue and Gold*, appearing as the work of the *junior* class, contained information about athletics, music, societies, as well as this new aim: the publication was begun "for the purpose of giving other colleges and the world at large some information respecting most particularly the students, their various organizations, etc., and in this way inaugurating a custom prevalent in most of the eastern colleges — a custom, too, of undoubted usefulness and benefit."

These three examples of Yale, Amherst, and the University of California serve to show that in the beginning the annual was a memory book of the class, its activities and "sentiments," of the faculty, of other classes, of the college, and that in California it was intended also to give this information to "the world at large." The simplicity of the early form — autograph album at Yale and newspaper at Amherst — may be somewhat prophetic.

Early school annuals. The purposes of some of the early school annuals follow much the same ideas as those of the colleges. However, there are some new notes. In 1873, the 30 pages of volume 2 of the annual of the Hopkins Grammar School of New Haven, Connecticut, as Miss Lane points out, was made up of a "calendar, salutatory, list of trustees, instructors, students, school honors, prizes, secret societies, publications, athletic and miscellaneous organizations such as class committees and clubs." *The Plan* of Phillips Exeter Academy, volume 2, 1880, states: "Our intention is merely to furnish a faithful record of all that has happened during the year." *The Meteor* of the Cheshire School, Cheshire, Connecticut, 1882, contains, among other things in its 52 pages, this observation: "This year it [*The Meteor*] is of considerable importance, as all the literary qualities in the school are combined in it." *The Anchora*, Mason High School, Mason, Michigan, in volume 1, 1895, says: "As we look back, we survey not the records of individuals, but the history of a class." Not all of these earlier annuals, however, take themselves so seriously. In the preface to the *Olla Podrida*, Lawrenceville School, Lawrenceville, New Jersey, volume 3, 1885, this statement is found: "A dessert dish only, made up of light and effervescing compounds — classes full to overflowing, scholarship beyond the average, contesting games, interesting societies, literary and musical."

What do school annuals contain? In an analysis of the annuals, or yearbooks, of 100 high schools, Burkhart¹ found substantial agreement in respect to many items found in these books. For example, all of the books had accounts of the senior class, of athletics, and of school activities; 97 contained advertising, 96 humor, 95 had accounts of classes other than the senior class, 94 had faculty "write-ups"; 75 had, in addition to other pictures, snapshots of people or scenes about the school; 70 had space for autographs, 68 had an activities calendar, 61 devoted space to distinctly literary material, 58 gave some account of the alumni.

The percentage of space devoted to various types of material may help somewhat in getting a conception of this publication. Burkhart found that in the annuals from these 100 schools the median percentage of space devoted to senior class was 18; to advertising, 17.5; to activities, 12.8; to under-classes, 10.4; to athletics, 9.4; to humor, 7.5; to introductory material, 6.5; to the faculty, 3; to other material, 14.9. He found, also, that the median space devoted to pictures was 23.6 per cent. In a further analysis of this space devoted to pictures, he points out that 26 per cent of this 23.6 per cent was devoted to the senior class, 18 per cent to activities, 14 per cent to classes other than senior, 13 per cent to athletics. As to size, a large proportion of the books in Burkhart's study were about $7\frac{3}{4}$ inches wide and $10\frac{5}{8}$ inches in length. The median number of pages was 116, with a range from 38 to 220 pages.

Variety in annuals. This composite picture may aid in getting an idea of the annual, but of necessity it does not present the "individual differences" of annuals. There are annuals that present the picture of every pupil in the

¹ These answers were in the main from the smaller schools in Pennsylvania and adjoining states: 45 per cent were from schools enrolling 10 to 50 pupils; 35 per cent from schools of 51 to 100 pupils; 20 per cent from schools of more than 100 pupils.

school and accomplish this end by including the group picture of every home-room. There are almost infinite varieties of *motifs*, varying from *Alice in Wonderland* to the *Last of the Mohicans*. There are simple memory books, and, likewise, books that present in pictures the activities of the school carried on in developing the Seven Cardinal Principles of Secondary Education. There are mimeographed annuals, special editions of the school newspaper or magazine that serve as annuals. There are annuals printed in the school print shop and others printed outside the school, some of which are so elaborate as to tax the art of the engraver and the printer. There are annuals developed by the whole school, by the senior class, by the faculty, and in some cases developed very largely by agencies outside the school. In respect to humor, which in many cases is one of the saddest phases of this publication, McKown¹ found, in a study of 400 annuals, 57 varieties of "stunt pages." However, in spite of the infinite variety of youth, there is a general monotony in annuals.

Monotony in annuals. Perhaps this monotony in annuals is inherent in the situation. In spite of all that has been said about the liberalism of youth, seniors in high schools, so far as the annual is concerned, delight to walk in the trodden paths. They desire to produce a better, hence a bigger, annual than the preceding class. The medium in which they work, so far as the annual is concerned, is so new to them, and the guidance which they receive from the school is usually so limited, that whatever creative ability they have fails to express itself. In desiring to make the annual "better," they usually fail to develop new ideas or new forms and fall back on spending more money on the same kind of thing other classes and other schools have done. If the reader is in doubt about

¹ McKown, H. C. *Extra-Curricular Activities*, pp. 400-04.

the weight of the dead hand of tradition, so far as the annual is concerned, let him try a really new idea as to form or material on his senior high school class and be convinced. Here is the everlasting cycle of "keeping up with the Joneses."

Wherein lies the fault? The fault, however, for this monotonous standing still is not entirely in the pupils: it is rather in the schools. Administrators and teachers with no intention of doing so have created, or allowed to exist, a situation wherein pupils have little or no opportunity to be creative. The publication of a book, especially so diversified a book as an annual, demands knowledge, skills, abilities which the school has made no serious specific attempt to develop.

The problem of the annual. When one considers the highly technical and difficult problems involved in producing and financing an annual, and considers at the same time the utter absence of training in most schools to meet these problems, the miracle performed by annual advisers and pupils in making bricks without straw becomes apparent. A brief review of some of the kinds of work required to produce and to finance an annual can make this point clearer.

The staff. There must be a producing staff, including an editor-in-chief, editors of various departments, an art editor with assistants in charge of photographs and snapshots. There must be literary editors or assistants to produce whatever written material is to be included in the book.

In selecting a staff, the tendency is away from election, wherein popularity rather than competence plays so large a part, toward appointment by a faculty-student council or senior class board. Neither popularity nor high class grades ensures a capable editor-in-chief or business man-

ager. The adviser is too frequently some faculty member who has the job "wished on him." The faculty-adviser should be an expert in this field and chosen as carefully at least as the football coach.

Finances. In finances the usual statement is: "The annual must be paid for." The fact is, the annual should pay for itself by being worth what it costs. The business manager, the editor-in-chief, and the adviser must make a budget covering every detail. The business manager and his assistants must produce the money; the editor-in-chief spends it. This business manager must directly or through assistants attend to publicity, circulation — mass selling and individual — attend to advertising, where it is permitted, soliciting advertising and preparing copy. He must collect money from seniors, clubs, home-rooms, classes, and advertisers. He must recruit and organize an office staff to handle details, and set up a system of bookkeeping to guard against carelessness and even dishonesty. Honesty on his part is not enough; many honest people are bunglers.

Professional assistance. There is necessity for professional assistance: the photographer, the engraver, and the printer. The photographer deals with pictures of groups, individual portraits, and views. The engraver translates drawings and photographs into zinc and copper engravings, while the printer deals with paper, type, set-up, covers, binding, engravings, and printing. The engraver, if properly urged, probably will design and plan an annual. Do not blame the engraver; blame the school that sets up or permits a situation that demands an annual and provides no educational means for advisers and pupil-editors to learn how to produce an annual.

Since so many of these advisers, frequently rotating from year to year, and these new editors do not know

what a book will cost, the engraver and the printer must be consulted in making the budget. Of course, the staff facing so intricate and such an expensive undertaking should organize and begin work at least a year before the book is to be published. As a rule, however, the work is crowded into the last few busy months before graduation. As a result, the production of the book is not an educational procedure at all; it is, rather, a scramble to get the book out on time. Result: increased dependence on the engraver and the printer — especially on the engraver.

The business manager. The business manager in a school that has issued an annual may be able to get a detailed statement of previous costs. There is no real assurance that he can, for the school as a school often provides little or no guidance in keeping records. He must determine rates for advertising, for organizations, and for subscriptions. How much advertising can he get, how many books can he sell, how much will a book of a certain size and quality cost? Finances largely determine the book. He does not know by experience, and will not know, unless somebody tells him, that to be at all safe he must set aside 15 per cent of his total funds as a reserve, and then forget it. With this done, he can struggle with the per cent of funds to be devoted to photographs, art and engraving, printing, and with at least five per cent for miscellaneous expenses. The school should provide expert guidance if as a school it desires its pupils to meet and solve these immediate problems.

The editor. The editor, who somehow gets a conception of what he is to do, desires to produce or select the write-ups, events, pictures, drawings that will make a record for that year of the people, the events, and the spirit of the school. Here is a real problem of creation and selection. He may be able to get a theme or *motif* for his book that

unifies it and gives plain facts an appeal to the imagination.

This editor must face the problem of introductory pages: title, school, location, year, and by what group issued; probably also a foreword, theme, dedication, contents, frontispiece. He must even learn to be honest about a two-dollar copyright. Somehow this editor has to learn how to make pages complement each other from an art point of view and how to get his decorative cover and end sheets in harmony with his theme. He has to learn such technical points as to plan his book and "divisions" in 4, 8, or 16 pages. He must use intelligently his page decorations: border, headpiece, tailpiece. What about printer's type and rules? Shall his stuff be "Ben Day'd" so as to get an extra color at the lowest printing cost? He has to know the relation of the size of his page to the standard sizes in which paper is made. Likewise, if his book is to trim 9 by 12 inches, he must know that he has to get his regular material in a page 6 by 9 inches; that a type page must be adopted for the entire book which is in keeping with the paper page planned. In some way he must learn page balance, when to use it and when to avoid it to secure self-balanced units.

In making his dummy, he must lay out his pages with mathematical accuracy with full knowledge that divisions and sub-divisions must begin on the right-hand page. He may be surprised that he does not know so simple a thing as how pages are conventionally numbered. If he does not keep straight here, he is in for trouble with his printer.

An editor could save himself trouble and money if he knew that square or rectangular halftones are cheapest, how to figure the cost of engravings, how to secure discounts by getting copy in early and by paying promptly, and how the cost of color work may make him old before his time.

The schedule. If the editor-in-chief and the business manager and their associates know how to schedule work, life will be more pleasant. Know or not know, they have to do it here. The book must be out on time. Begin in the spring of the junior year. List every item with a definite date when it is to be ready, with reserve time figured in and then forgotten, and who is responsible for it. Have a work time schedule for every member of the staff, and with photographer, engraver, and printer, and live by the schedule.

Art work. In the art work, decide who is to do it. Having it done by capable people in the school is one thing, by the engraver is another thing. A capable art teacher is a joy here. She can plan with the editor and assign work. In a school where there is no real art department, there is little chance for a pupil, even an editor-in-chief, to know art engraving requirements. The editor may know that so far as the annual is concerned a drawing exists to make a good engraving, but he may not know that a good pen drawing requires a capable artist plus a ball-pointed seasoned pen, black India ink, and a supply of at least two-ply Bristol board. He may find to his sorrow that pencil drawings, unless a soft pencil is used, turn out badly, and that in any event "highlight" halftones are costly. He will learn to have all artists make drawings in the same proportion to engravings to be produced from them, and that his photographer must understand the special requirements of photo-engraving. This photographer must get uniform headsize (from eyebrows to point of chin) and make sharp, clear-cut prints on glossy paper with a uniform background and in a uniform color. Pictures made in this fashion, and mounted on plain mounting board in appropriate panels with rubber cement, may do justice even to the seniors.

Engraving probably is not half as complex as it seems or sounds, and an art editor does not need to know all about it technically. However, he does need to know the difference between a zinc etching and a halftone, and that small annuals, and probably all others, should have all halftones in "square finish" and that other finishes outside of panels cost 25 to 50 per cent more. He should know when to "tool" and when not to "tool"; and if nature has richly endowed him with originality, he may find how to avoid using color plates and keep everybody happy. "Tint laying," "air brushing," the use of the "embossing plate" or the "frisket," may be all Greek to the art editor, but he must know enough to send the engraver absolutely clean copy. Likewise, he must know that in marking every photograph, if he writes on the back of the photograph, he must write lightly unless he wants his marking to show in the engraving. Likewise, he can understand that every engraving must be numbered, that prints of portraits must be as large as the engraving is to be, and that there must be balance in group pictures with uniformity in disposition of hands and feet.

Printing. Everybody is a consumer of the printed page and it is worth while to develop an appreciation of printing. Instruction for preparing copy and for planning the printing is too detailed to be presented here. However, the editorial staff must learn it or leave it to the printer and thus lose whatever educational value it may have for them so far as the annual is concerned. The staff should know, at least, what to expect from hand-set, linotype, or monotype work, and what it costs. Likewise, they should know the type faces best to use and the size of type — probably 10 point, 2 point leaded. There must be an understanding of how to use proof-reader's symbols. In any event, have a printer in whose ink, at least, one can have confidence.

Whether the book is to be wire-stitched or sewed must be decided, as well as whether the binding is to be paper or imitation leather. Have the printer responsible for the binding and allow time for glue to dry. The cover design should be in accord with the theme of the book. Copy, of course, must be typewritten, double space, and so correct that there will be no charges for author's changes. Likewise, the copy must be of the right number of words to fill the spaces as indicated by the dummy. Keep a carbon copy.

What the school should do. It should be repeated that the publication of a book so diversified as the annual demands knowledge, abilities, skills which the school has made no serious specific attempt to develop. The school either should provide for developing in pupils the necessary knowledge, abilities, and skills or eliminate the annual.

Three possible ways. If the school wants an annual, or yearbook, to provide a record of the events of the year, of the seniors as a group and as individuals, and of other groups and individuals, so as to interpret the school and its spirit to the school itself and to the community, at least three possible ways are open:

1. Set up a situation where, under expert guidance, pupils, especially seniors, who are interested in this type of work and who have demonstrated ability to profit by it, shall have a favorable opportunity to learn, on a real educational basis, how to produce this type of publication. The making of such a book can be a profitable educative experience. Such a plan requires a trained, capable teacher. Not enough such teachers exist, but training is possible. The demand can produce the supply. Such a plan requires time in the semester schedule, probably with school credit if the work is worth credit. The study of such a group would deal with the question of how to produce a book, and

the publication would grow out of the educative work of the class.¹

2. Hire a group of copy producers, engravers, and printers to get out the book for the school. In view of some present practice, there is much to be said in favor of this plan. At least, it would be what it pretended to be.

3. Continue the plan as now carried on in many schools. According to the present plan in many schools, the sponsorship is "wished on" some teacher who neither has desired nor had competent training to do the advising. Just as well require a man who has had no football experience whatever to coach the "Varsity" team. A few, usually earnest, young people, at the busiest time in their school career, without competent guidance struggle with a really colossal undertaking — producing, publishing, and financing an "illustrated" book. In order to get the work done at all, the engravers and printers are called in to carry much of the work that properly handled would be an educative experience for the pupils. Engraving and printing are decidedly honorable and skillful activities. There is no particular reason apparent why the school, indirectly, should hire the engravers and printers to do the educative work that the school ought either to do itself or not undertake.

The annual and the contest. There has been a long struggle in high school toward "clean" athletics. Now players must be actual students of the school; they must be under a certain age; they must have had passing grades in a certain amount of work since entering the school, and they must have maintained certain specified standards in their work during the preceding semester. Coaches as a rule are regularly employed teachers of the school. Thus,

¹ Such a plan is now, 1931, in operation in some schools; for example, in the Central High School, Tulsa, Oklahoma.

when teams meet in an inter-scholastic sport, one team is playing the other team. Coaches do not play on the teams — not, at least, from nearer than the side lines. In the state or national contests in annuals, it is repeatedly asserted that material is included in the contesting annuals which pretends to be but is not the work of the pupils or even of the teachers of the schools represented. Pupil-editors, of course, know this, and are a party in the pretense. If the often-repeated allegations are true, here is plain dishonesty. At the same time, some idealists insist that the school stands for the development of ethical character. Whose fault is it? The professionals called in for engraving, for example, want to produce a creditable book. If ideas or drawings are wanting, they can supply them. It is their business. If later, the book is entered as the work of the school in a contest with another school, that is the school's affair. If it is not the engraver's fault, maybe it is the pupils'. These pupils as a rule have ideas and have or learn to have the ability to express their ideas. However, plunged suddenly into the responsibility for getting out a publication for which they have little or no training, and required to work in a medium they do not understand, they copy for the most part other annuals, and welcome ideas, designs, and material from whatever source they can get them.

The fault lies in the school that desires or permits an annual and does not at the same time provide a favorable opportunity for the pupils to have the educative experience necessary to do their part in producing it.

Fortunately, some of the nation-wide contests in school publications take into account the abuses, real or imaginary, in the contests of annuals and eliminate the annual from the contest. It seems reasonable to suppose that, when school superintendents and principals and boards of

education wake up to what they are doing, the alleged "abuses" in the production of annuals will be eliminated or the contest in annuals will stop.

Advertising in the annual. In one city of four high schools and three colleges, the merchants got so tired of what they considered "charity" advertising in the annual that they refused to continue advertising. In another city the merchants still contribute and seem satisfied to have the annual publish no advertisements, but include instead a single page enumerating "Our Patrons." In Cleveland, Ohio, with some twelve senior high schools, there was criticism of the solicitation of advertising for school publications. The Board of Education met the criticism by a formal statement that, if the merchants did not want to advertise in school publications, all such advertising would be prohibited by the Board. The matter was referred to the Cleveland Advertising Club, with the result that this club decided that the school newspaper was "an actual asset to advertisers whose line of business permits them to use it intelligently," but that "the annual has no place in the advertising appropriation of an efficiently managed advertising department."¹ Result: general elimination of annuals in Cleveland.

Special edition of the school paper. It is generally recognized that the school newspaper is taking the place of the omnibus type of school magazine, and that the magazine where retained is becoming a literary and not a semi-news publication. The movement in the direction of the newspaper is also expressing itself in the substitution of a special edition of the newspaper for the annual. The present type of annual may continue or a special edition of the magazine, or of the newspaper, may be issued as an

¹ See *School Topics*, published by Board of Education, Cleveland, Ohio, vol. 7, no. 6, December 11, 1924.

annual. It is the business of the whole school to develop a constructive policy in respect to what form, if any, the annual should take and how it should be produced. The school either should eliminate the annual, no matter what form it takes, or provide the time and the training necessary for the production of the annual on an educative basis.

QUESTIONS

1. In the high school that you know best, if it has an annual, how did the first annual get started?
2. How do the purposes of the annual you know best agree with those found by Miss Lane?
3. How does some annual in which you are interested compare with median practice as found by Burkhart?
4. To what extent, if at all, do you agree with the writer's statement that the school has made no serious, specific attempt to develop the knowledge, skills and abilities in pupils that the publication of an annual demands?
5. What staff is necessary to produce an annual? How should this staff be organized? What are the duties of each member of the staff?
6. How do the duties of the business manager, editor, and art editor as you have outlined them, compare with the duties of these three positions as set forth in this chapter?
7. To what extent, if at all, do you agree with the three possible ways of handling the annual situation, set forth in this chapter?
8. What, if any, serious educational difficulties present themselves in contests among school annuals? To what extent if at all do you agree with the position taken by the author of this chapter? Why?
9. On what basis do you agree or disagree with the position taken by the Cleveland Advertising Club in respect to advertising in the annual?
10. What should be the policy of your senior high school in respect to the annual? How should this policy be carried out? Why?

CHAPTER XV

COMMENCEMENT

Present status. Four statements can characterize the present situation: there is keen interest in commencement, especially in smaller communities; the traditional program generally prevails; there are many isolated cases of experimenting with new types of programs; there is no generally accepted theory as to the educational purposes of commencement.

Interest. Outside of big cities at least, commencement is a glorious time. It's June in New England, or May, perhaps, farther south. "Every clod feels its stir of might." "Now, if ever, come perfect days," not only in the season, but in the ideals, aspirations, hopes, dreams of youth. "Sweet girl graduates" are not dated as to style, but they belong to the days "When Heaven tries the earth if it be in tune." Fathers, mothers, brothers, uncles, cousins, sisters, aunts get a thrill, vicariously, out of the real achievement of graduation as represented by some member of the family. At least this happy state is true where family life is a triumphant reality. From the nature of the whole situation, practically no commencement program can be so poorly developed or presented, or be so artificial, as to be considered a failure.

Commencement as a reporter sees it. Reporters are not exactly a sentimental lot, but real newspaper reporters are keen, and occasionally, at least, as representatives of the community, some one of them sees and understands the spirit of youth as it expresses itself in commencement. Take this account, for example, from the *Philadelphia Evening Ledger*:

In the schools at least democracy is a reality. In graduation days, children often appear to see farther and clearer than their elders. People with tired minds and those infected with the modern disease of cynicism, and all the over-sophisticated folk who have concluded that there is little good in humanity and nothing but black devilment in the accomplished order of human affairs, ought to go occasionally to the graduation ceremonies in the public schools.

An escape from Bedlam that can be; an interlude to remember, a vivid experience in the light of fundamental truths.

Youth always is in ways miraculous. There are times when it seems to hold all true wisdom and to be alone capable of fully understanding the things that really matter in this life. It has no fears, no doubts, no hatreds.

What does youth know that the elders have forgotten? Something of importance, surely. For in the printed rosters of the school classes that are now going singing out into the world of affairs are names reminiscent of almost every habitable land, every national tradition and every race, and those who bear them have achieved unity of feeling, unity of aim.

Among themselves in a small bright world where democracy has assumed its truest form they have accomplished something which Governments still find impossible. They move together in generous and friendly association.

The old countries are only a few generations behind many of them. Yet in classes like that which was graduated Monday evening from the South Philadelphia High School for Girls you can find no lingering trace of the racial and religious bigotries, of the "natural antipathy," of the insane dislikes and suspicions that divide the larger world. The cultivation and encouragement of such things are left to the kings and the plenipotentiaries, the ambassadors and ministers of state of this queerly organized world — men far less wise in essentials, seemingly, than the children of the public schools.

Changes that have been brought about in the tone and color of graduation days show clearly that the will to progress and a habit of frank and rational criticism and inquiry are inherent in the schools and even in the lively and curious minds of those who study in them. The pose and artificiality of older graduation days are vanishing.

There are few long and agonized and stuttering declamations

any more. Fewer and fewer grow the woeful imitations of Daniel Webster. Brutus and Cassius have gone altogether from commencement programs. The schools have left Congress to be the last great unapproachable stronghold of the sounding and hollow metaphor.

The children of today turn curious eyes upon their contemporaries and they can discuss significant events of the hour with naturalness and tranquillity. They are doing it now in all the schools. And some sort of wisdom of the heart — a quality that often is trampled under and buried under the doubts and surmises of progressive experience and the higher education — leads them to take one another for granted, to be generous and believing and to make among themselves the best uses of the traits and talents because of which the great nations cannot find peace or security or hope of escape from successive conflicts.

There is something beautifully rational, something supremely wise, in the unwritten laws by which children live in their schools. Faith has not been educated out of them. They take things and people at their face value and they can be amazingly shrewd in their instinctive assessments....

Irish and English, Russian and Pole, French and German, Armenian and Greek — all contributed to that bright company of American schoolgirls, and they all sang together in a way that made you think of the lights and winds of April in open fields. Alike they felt. Alike they talked. Even accents had been ironed out.

The wrath, the madness, the bigotries, the manufactured delusions that torment mankind had no place in the scheme of their relationships. Going away, you instinctively felt like lifting your hat at the thought of them and of their teachers and of youth at large. And you had to feel again that the public schools of the United States are, with all their defects, one of the great wonders of the world.

The traditional program. Certainly one of the "wonders" of the schools is graduation. A vision of the possibilities of commencement as an educative experience ought to add to one's sanity in attempting to make suggestions for improvement. As described by high-school principals and teachers, there are hundreds of examples from which

one might build up a composite picture of the traditional type of commencement. Since this type of program is so well known, a brief example is probably sufficient to help keep it in mind. Thus, one principal writes:

The commencement program of our high school is still of the old type, that is, patterned after the small college commencement of a generation ago. The form of its program has become traditional and still hangs on though it has outlived its usefulness. The benefits derived therefrom do not warrant the present expenditure of time, money, and effort. The exercises consist of music furnished by outside talent, of the salutatory, the valedictory, two additional essays or orations, and finally a long address by a professional lecturer. By the time the program is completed, every one is thoroughly tired. The orations and essays have been a bore to every one except the nearest relatives. The address is too often "full of sound and fury, signifying nothing." The essays and orations more often represent the work of the coaches than of those who deliver them. Whatever idea the pupil originally had as to what constitutes effective speaking either has been stimulated into intoxication or sandbagged into inanity by the staggering announcement that he is to produce an oration. All this has preceded the awarding of honors and conferring of diplomas. Seemingly some of the teachers as well as the community appear to be perfectly satisfied.

Modifications of the traditional plan. Out-and-out breaks with tradition are comparatively rare. Perhaps from the point of view of permanent progress in many communities, it is better so. Four examples of rather complete breaks with tradition will be presented in detail later in this chapter. In the majority of cases, however, progress is being made slowly by modifications of the traditional program. These changes seem to be based on the recognition of the idea that commencement can furnish a favorable opportunity for an educative experience for both the school and the community. This point probably can be made clearer by illustration than by more abstract discussion.

First example: As it was in the beginning. Not all high schools are new, and in the older ones, tradition, sometimes beautiful and often emotionally satisfying, is firmly established. One teacher makes this comment:

Ours is an old high school and as a result any special function of the school is more or less influenced by tradition. So many of the features of our commencement day have been long established! This is not an apology. It is a beautiful occasion for we have held fast to much that is fine and good. The program is as follows: organ recital, 10.30 to 11.00; march of the graduates to the platform; Invocation — usually by a minister who is a relative of a graduate; concert Bible reading by the class; anthem; salutatory; chorus; presentation of prizes and awarding of scholarships; chorus; valedictory; chorus; presentation of diplomas; class hymn.

Mothers and grandmothers of our pupils are frequently graduates of the school and they insist that the event is important enough in the girls' lives to warrant expensive gowns and red roses in February. Hence, the commencement gown in our extravagant procedure is frequently contrasted with the home or school-made dress of some other high schools. I have attended many commencements in newer schools in other cities, and in their programs there is usually an attempt to interpret social needs or to emphasize the utilitarian aspect of modern education. It has never seemed to me to be effectively, or successfully, done.

Second example: Speakers to know more about their subjects than does the audience. The growth in the size of high schools is making it increasingly difficult for all the graduates to speak. This, itself, may work a reform. Essays and orations on "Where the Brook and River Meet," and "Beyond the Alps Lies Italy," seem to be a thing of the past. As long ago as 1913, Joliet Township High School, Joliet, Illinois, was emphasizing in its commencements that speakers should talk on something which they understand and concerning which they knew more than the audience to which they are speaking; that these talks should have a direct interest to and therefore be

capable of producing a direct effect upon the audience; that they should deal with phases of school life in which the pupils had had first-hand experience and about which they could speak with an authority that would aid in guiding the formation of intelligent public opinion.¹

Example three: Single-theme programs. In Schenley High School, Pittsburgh, Pennsylvania, a plan was inaugurated by Principal James N. Rule, and has been carried on by his successor, Principal Edward Sauvain, which enabled Principal Sauvain to write:

Nineteen semiannual commencement programs have been rendered since Schenley High School was first opened. Every one of these nineteen programs has been on a single theme. A subject is chosen and different phases of the subject are assigned to the various members of the class who have been selected as the pupils best able to represent the class.

Some examples of the single themes chosen and the topics developed under each theme may serve to illustrate that this type of program has prevailed for a long time at Schenley. "The New Patriotism" was the theme June 27, 1921. The topics were: "The Necessity of Maintaining Law and Order," "The Dangers of Class Autocracy," "What Constitutes a State," "National Versus International Obligations," "Education as a Means of Promoting the New Patriotism." "The Majesty of the Law" was the theme June 27, 1923. The topics were: "Democracy and the Law," "Industry and the Law," "Lawlessness — Its Cause and Cure," "International Peace through International Law." The theme January 27, 1926, was "The Younger Generation." Beginning with the quotation from Barrie, "The world needs a league of youth more than it needs a league of nations," the four topics were: "The Modern Youth Movement," "The Intellectual Phase of

¹ *School Review*, 21:260-62.

the Youth Movement," "Youth and the Older Generation," "The New Responsibilities of Youth."

As to the manner of presenting the program, Principal Sauvain adds:

Something else that does not appear on the printed program and that may interest you is the following: I have charge of the program until after the invocation has been rendered, at which time I present the president of the graduating class as chairman, who presents in turn the various members of his class who have a part on the program. I again take charge after he has delivered his farewell address to the class. We like very much this plan of having the program in charge of a pupil.

Example four: The single theme and the curriculum.

Another type of theme and one that could grow directly out of the work in American history was chosen by the Senior High School, Athens, Ohio, for a commencement program. The following summary may give a clearer idea of the program. Theme: "The American Constitution," president of senior class presiding; Song — "America" — class and audience; remarks by president of senior class; "The Critical Period" — senior girl; "The Personnel of the Convention" — senior boy; "The Preamble of the Constitution" — senior girl; "The Compromises of the Constitution" — senior boy; "Amendments to the Constitution" — senior girl; "Congress Shall Grant no Title of Nobility" — senior boy; presentation of diplomas — member of Board of Education; Americans' creed — class; salute to flag — class; "The Star-Spangled Banner" — class and audience; music was furnished during the program by the senior girls' glee club, senior boys' quartet, senior boys' and girls' octet, and the high school orchestra; speeches averaged five to six minutes; selection of speakers was made in February so as to allow plenty of time for preparation.

Example five: The single theme and the school. Unity in the program and the study necessary to attain this unity can be gained by the single theme. The relation of the school and the community has served not only as a single theme but as a means of making commencement an educative experience.

In the days when Will French was principal of the High School at Winfield, Kansas, there was developed the single-theme type of programs. It was in accord with the Schenley plan, except that the speakers probably had more first-hand knowledge of the theme they presented. For example, French wrote:

In this school of about 800 pupils the chief point of difference between this program and some others is that this one has a single theme about which the program is built. For example, this year it was "The Place of the Modern High School in an American Community." The speakers meet, select their theme and each pupil chooses a phase of it which he would like to cover. This year the first speaker's topic was the importance of schools in a democracy; another speaker pointed out the relations between types of work taught in school and the needs of the community; another stressed what the school means to the pupil, emphasizing the influence of extra-curricular activity; while the last speaker, in presenting the class gift, spoke of the spirit of the school and community service that was to be found in the school.

Another difference in this program is that these "honor" students who present this program are not chosen because they are particularly brilliant students, but are chosen on a different basis — but this is another story. This type of commencement program may be a little better than the average, but I should like to find a feasible plan for giving pupils an opportunity to *demonstrate what they can do*, as in Domestic Science, in Art, in Agriculture, in Manual Training, in Drawing, and so on.

Example six: Single theme explaining the school. The William Penn High School for Girls of Philadelphia, under the leadership of the former principal, W. D. Lewis, and

his successor, Principal William F. Gray, aided by Mrs. Lillian K. Wyman, Adviser of Girls, and the members of the faculty, has been a pioneer in many fields including commencements. As early as 1923 the commencement exercises dealt with the extra-curricular activities of the school under the title of "Lessons in Living." The six phases of the theme were: "School Activities as a Means of Self-Expression," "Clubs that Encourage Physical Expression — Athletics, Hikes, and Dancing," "Clubs that Help Others — Chemistry, Social Workers, Students' Aid," "*Onas*, the Mirror of School Activities" (*Onas* is the school magazine), "Lessons in Living."

At another time the commencement program in this same school was devoted to a consideration of pupil participation in government under four headings: "The Function of the Student Court," "The Senate and House of Representatives," "Student Monitors and Volunteers," and "The Purposes of Student Government." By means of presenting their ideas on the theme chosen, the 115 seniors, through their representatives, were clarifying for themselves, for the seven other classes, for the faculty, and for parents and friends, the work of an important phase of school life. These speakers, through four years of intimate experience, knew more about their subject than did the audience. There was an opportunity for their evaluation of pupil participation in government to be of real worth to the whole school.

Example seven: A junior high school breaks with tradition. As everybody knows, there is a tendency for the junior high school to follow the senior high school, just as there is a tendency for the senior high school to follow the college. Not in all junior high schools, however! The 9A English teachers in the Morey Junior High School, Denver, so M. B. Addleman reports, believed the 9A pupils

for their "Promotion Day" should *make* as well as *give* the program. These teachers started the idea of a pageant which was taken up by the class, made and remade until practically every phase of the school in dramatic episode, poem, song, dance, or pantomime, was represented in a pageant which was finally called, "What the Seasons Bring to Morey." The attempt was made to present the whole life of the school, rather than just the life of the 9A class. Every one was invited to submit material. One English teacher, and a group of pupils who were especially interested in that phase of the work, edited the material. Various departments of the school coöperated — art, music, commercial, crafts, physical education, the shops, and so on. Miss Addleman says: "Much of the material was a real revelation of ability to the teachers while the appreciation of the pupils for achievement was illuminating. In all cases the type of written work was noticeably better than most of the regular class work."

It may have been noted that these seven examples begin with a state of satisfaction with commencement as it is and by gradual changes in subject, and finally, in form, come to a new type of program. Any one may add easily other types of subjects, such as, a presentation of the development and history of the school, the town, the state — presentation of the activities and claims of various departments of the school, curricular and extra-curricular. The aim has been to indicate a line of progress on the subject side. From presenting orations and essays on subjects with which pupils have no first-hand knowledge and frequently only slight secondary information, commencement has changed to an attempt to present something of the pupils' own creating which presumably is of interest to the school and the community.

A break with tradition: Four examples. In many schools the traditional Commencement is being modified. Many of these changes are along the lines of the seven examples that have been given. From the Commencement in the old school, wherein mothers could relive for an hour their own bright days of youth, to the whole-school Commencement at Morey Junior High School, is a real advance. It marks the long step from cheerfully walking in the trodden, and perhaps delightful, ways of the mothers to a new conception of the educational possibilities of the pupils' own guided, creative achievement.

The arranging of the commencement situation so that the pupils and teachers can participate, intelligently and creatively, in the development and presentation of the program, seems to characterize those schools that have made a definite break with tradition. Four examples are selected for presentation here as a means of indicating some of the newer types of commencement. It seems wise to present these examples in considerable detail rather than to give many examples in a more condensed form.

First example: An allegory. In graduating its 510 seniors in the June Commencement, 1926, the Central High School, Tulsa, Oklahoma, for the first time in its life of twenty-two years, gave up the commencement address in favor of an allegory entitled "Youth's Challenge," written by the school's director of dramatics. After the class processional, the invocation, and music by the boys' glee club, all but six of whose members were seniors, and by the girls' glee club, this drama of graduation constituted the program. A quotation from the printed program may give some idea of this innovation:

YOUTH'S CHALLENGE: An allegory based on the objectives of education as taught in the Central High School, Tulsa, Oklahoma.

Place: The Halls of Learning; Regions of the Great Spirit.

Time: Universal Boyhood and Girlhood.

Characters: Prologue.

Spirit of Learning (Teacher)

Life (Challenger)

Everyyouth

Spirit of Citizenship

Spirit of Research

Spirit of Health

Spirit of Home

Spirit of Work

Spirit of Leisure

Spirit of Character

Monitors of Wisdom

SYNOPSIS

Youth's Challenge is a portrayal of Everyyouth's experiences and his subsequent reactions during the four years of high school life. It is an allegory, similar in spirit to *Everyman*, the old morality play.

The Spirit of Learning, the guide to Everyyouth, enters and takes possession of the Halls of Learning. Life, the Challenger, stands at the door ready to entice any youth who may enter.

Everyyouth enters. After bowing in prayer, Everyyouth, challenged by Life, and guided by the Spirit of Learning, starts on his pilgrimage in quest of Experiences. He meets Experiences of Health, Search for Truth, Home, Work, Leisure, Character, and Citizenship. The Experiences, robed as Spiritual Characters, attempt to impart to him those qualities which Everyyouth needs to inculcate. After passing over devious paths, Everyyouth reaches the Level of Graduation, on which he meets The Monitors of Wisdom. Everyyouth, with his classmates, receives his diploma, and looking at the Great Spirit for the last time as a student, he passes on to Life's other Regions, and The Echoes of his Class Song are heard from the distance.

The symbolic robes are copies of Roman and Grecian conceptions of similar spiritual values as portrayed by sculptors of the Early Renaissance in Italy and Greece. The colors of the robes symbolize the painter's conception of such ideals: Gold symbolizes richness; white, purity; purple, the regality of work; crimson and cream, vigor and purity of the body; green, with rainbow colors, frivolity; blue, truth; black and red, life's meanings.

It may be added that the incidental music during the allegory consisted of selections from Haydn's "Eleventh Symphony," Schubert's "Unfinished Symphony," and finally from the Stradella "Overture." In the end, as Everyyouth climbed toward the Great Spirit, the principal of the high school, the superintendent of schools, and a representative of the board of education, in academic robes, appeared on the eminence, the members of the class entered the stage in processional march, climbed the symbolic slope, and received their diplomas from the representatives of the board of education.

It is recognized by the reader, of course, as well as by the writer, that so brief a synopsis does not do justice to this commencement, but it may serve to give an idea of this new and creative presentation of an age-old way of instruction.

Second example: A socialized commencement. Commencement at the South Philadelphia High School for Girls has already been mentioned. The writer has studied, first-hand and at long range, the commencements of this school, but there is, somehow, a spirit and a technique that he could not capture and set down in words. As a result he appealed to the principal, Dr. Lucy L. W. Wilson, to tell both what the school does and how it does it. With the aid of Olive Ely Hart, head of the English Department, Dr. Wilson has given the following account of the commencements in this school:

The Principal speaking:

Fortunately for us, we did not have to face the commencement problem until two years after the establishment of the school. In these two years we had begun to sense our real problems, that of understanding life in terms of our twenty-six nationalities; in terms of individual differences, economic and social; in terms of a great variety of intellectual desires, ranging from utter indifference to all except creature comforts, to a fierce hunger for learning, often re-

ardless of actual ability; in terms of mental ages, varying at entrance, from nine and a half to eighteen and a half years; and in terms of I.Q.'s running from 66 to 138. *Please remember that these are high school I.Q.'s, with therefore a large divisor!*

In these two years, we had learned that the educational imperatives for our adolescents, at any rate, were opportunities for self-discovery, opportunities for self-expression, opportunities for self-integration, opportunities for developing right attitudes, and opportunities for forming right habits, including the important one of success — all in a self-less and highly socialized environment. To serve these ends we had to offer many and varied activities; worth-while and significant tasks with the perpetual goal of worth-while and significant accomplishments.

Did we ourselves secure the "success habit" in these endeavors? Well, no, but we were and are on the road and our wagon is hitched to that star.

Because of the fruitful experiences of these two years, it was impossible for us to contemplate the commencements that we had inherited from our high-school and college days. Either an outside speaker or a few jejune compositions from a very few of the many graduates, with concert reading and singing the only opportunity for the many. "Why not socialize our commencements, too," said some of us. Some, not all!

And we knew the cost, none better. We knew that it could not be done successfully without hearty coöperation, eventually, from all the teachers, at the very busiest season of the year. Not merely a teacher of English, nor even the whole department, but all the teachers, working with all the graduates, is the price that must be paid. It comes high, but we still think it is worth all that it costs.

More often than anything else we have sought to interpret the school to the community, but each time from a *fresh viewpoint*. Once the keynote was *Character*; another time, *Team Work*. Once Sanderson of Oundle held the reins; again, it was James Harvey Robinson, with his *Mind in the Making*, who drove us.

Sometimes the world seemed bigger than either the school or the community. The year of the armistice, we liberated our emotions in a masque, the *World for Democracy*. We were for the moment "With Great Nations, millions on their knees with new devotion and high fervor thrilled." Still later, we created a Spirit of the Nations, and, God save the mark, *A Peace Pageant!*

This year, 1926, the year of the Sesqui-Centennial Anniversary of our independence, *Our Philadelphia* looms up large and big; one commencement told the story of *Old Philadelphia*, while the other is now picturing its actual present and its hopeful future.

As in every other coöperative enterprise, fine leadership is essential. We had a leader. Will it not be better to give her the floor?

Head of the English Department speaking:

Having achieved a dominating idea for a commencement, the next problem was, obviously, to devise ways and means by which that soul might take form. Although we began by assuming that every girl in the senior class would be able to take some part, it did not follow that every girl wished to take part. They, too, had a tradition behind them and they did not wish their commencement to be "different." One girl weepingly asked, "How would you like to come to your commencement in your father's boots!" It would be difficult, now, after sixteen such commencements to persuade a girl that she could not be provided with a part. Tradition is sometimes *not* a handicap.

Whether the program has attempted to put on a special-theme pageant or to interpret the ideals of the work of the school, the method, of course, has always been to plan as dramatic a stage spectacle as possible.

Science experiments, gymnastic stunts, playlets in English and in foreign languages, speed tests in typewriting and stenography, fashion shows, artistic and inartistic house decorations, have all contributed to demonstrate the spirit of the work of the school, when a true pageant was not suitable for developing the theme. One program planned to give an idea of the spirit of the modern high-school curriculum reads:

Science: A Help in Making Good Citizens

Mathematics: A Friend in Need

Language: A Bond in a World Democracy

Physical Training: A Need in School as Well as in Camp

Applied Art: A Vital Factor in Right Living

Life as a fine art was the theme of another commencement. The program reads:

New Ideas Through Science

Honesty, Speed, Accuracy in Mathematics

Habits of Industry in Art

Team Work in the Gymnasium

A Sense of Responsibility Through Commercial Training

Tolerance for All Men through the Study of History

Social Training Through English

A pageant written around the numerous nationalities represented among the students consisted of four episodes:

- I. I hear the call of those who are seeking
- II. You, too, must give, for only in giving shall you find that which you seek
- III. Behind you lies the wisdom of old nations
- IV. Consecrate all that you bring to the best in the world

Sometimes we have staged exhibitions in halls and classrooms to represent the sample given on the stage.

Always the first part of the program in which the class is seen as an interpreter of itself and of the school, is followed by the formal procession and passing of diplomas. There is rarely a break of more than five minutes between the two parts of the program. The girls in the last stunt literally leap into their commencement gowns and appear in line.

The technique of preparation has resolved itself in our school into the formation of commencement clubs which meet once a week in regular club time during the entire term. For this reason the commencement idea has to be hatched before the beginning of the term, so that the plan in the rough may be presented to the girls. Each girl chooses the phase of the work which she prefers. If try-outs are necessary, the department concerned decides upon the qualifications of applicants.

Costumes are made by the girls, or by the sewing classes, under the direction of the Arts Department. Elaborate costumes, such as were needed for *Old Philadelphia*, are rented and paid for out of the funds paid by the class for gown rentals. The gray commencement gowns are made and owned by the school and rented at a nominal rate for use at commencement.

During the last two weeks before commencement, the senior class is called for rehearsal whenever the auditorium is available. In our overcrowded school that means approximately three periods daily. During these periods the marching, singing, and diploma passing, as well as the pageant, are rehearsed.

With a class of 175 or 200 girls, it is obviously necessary to have the help of a large part of the faculty in putting through the program. The pageants have been written in a variety of ways: by the English Department; by several departments in collaboration; by the clubs under their sponsors; by individual teachers.

The results have always left us with the conviction more strongly rooted than before that commencement is a rare opportunity to let the community glimpse the workings of the school and to help the students themselves to realize the sweep of the years through which they have just passed.

The fact is that with inspiring leadership the commencement program of the South Philadelphia High School for Girls grows out of the life and the spirit of the school. There is generated somehow a big idea that, with zeal, with team work, and with a rare technique, surmounts all obstacles and interprets the life of a democratic high school. There is, so the author thinks, more to it than meets the eye in even the clear-cut write-ups that have been given.

Third example: The demonstration type. So far as the author knows, D. D. Mayne, Principal of the School of Agriculture, University of Minnesota, University Farm, St. Paul, was in modern times the pioneer in the demonstration type of commencement and with his associates developed this type so that the graduation exercises at the School of Agriculture, University of Minnesota, have attracted wide attention. This type of commencement seems so important that it is presented here in some detail.

Since 1904 the material discussed and demonstrated by pupil representatives in the commencement program of this University Farm School has developed from the curriculum of the school. Such subjects have been included as: "What Happens to the Beef Animal"; "Music in the Home"; "The Combine in Minnesota"; "Farmer Movements in the United States"; "Constructive Child Play"; "Beautifying and Arranging the Farmstead"; "The House-

hold Budget"; "Utilization of Peat Soils for Crops"; "Fruit-Growing in Minnesota"; "The Farmer and his Wheat Market"; "Home Care of the Sick"; "Modern Conveniences in the Farm Home"; "Plant Breeding"; "Machine Power on the Farm"; and "Literature in the Farm Home."

How are programs of this type developed? A member of the faculty of this school, Johannah Hoganson, explained it to other members of the writer's classes, Teachers College, Columbia University, in this fashion:

At the close of the spring term, the juniors elect their president for the succeeding year. This president becomes *ex officio* a commencement speaker. He will choose the subject of his speech. It may be in social science, agriculture, engineering, agricultural economics, or allied fields. The next fall, as seniors, the class nominates by secret ballot five commencement speakers, three boys and two girls. The secret ballot is presented to the principal, who tabulates the results. Acting in conjunction with the head of the English Department, the class adviser, the chairman of the students' work committee, the social advisers to boys and to girls, and the teacher of dramatics, the principal accepts the students' ballot and selects the five commencement speakers. The composite judgment of the class in nominating the best representatives is most canny.

A carefully selected list of subjects for commencement speeches is agreed upon by this committee. The greater part of the list is usually the product of very careful selection and research by the principal, lasting over a period limited only by his experience. Nothing once presented may be rehashed. New, vital subjects are chosen. From this list, the commencement speakers make their selection if they have no personal preferences. Sometimes a student has chosen his own field because of interest and experience in it. After the selection of the subjects and their definition, the commencement speakers outline whatever additional laboratory practice and research is necessary and begin work on their problems. Before the winter holidays, the speeches and laboratory work must have definite form. After the holidays, the work is more intensive and rehearsals begin about three weeks before commencement.

The speakers are personally responsible to the principal for the preparation of their parts, the experiments to be performed and all properties to be used during the demonstration. In case a subject is chosen which required participation of several people, the speaker may choose other seniors to take part. The principal approves such selections.

Another activity engages the attention of seniors who are not commencement speakers or their assistants. A small corps of stage managers is selected whose business it is to place and shift properties used in the demonstrations. This must be done quietly, accurately, and with dispatch. Organization behind the scenes must be perfect. This may be appreciated when the range of properties is as wide as this list might suggest: maps, charts, graphs, complete stump pulling apparatus, an automobile fully equipped for touring, completely furnished kitchen with wells, models of landscaped farmsteads, coops of chickens and samples of feeds, a dairy cow, and a small apiary. There is no obstacle too great to be overcome if it stands in the way of perfecting a demonstration. Each program is balanced in content and execution; but eight minutes is allowed for each number. There is no evidence of hurry because the machinery has been oiled so thoroughly in advance.

Not only do the seniors who take part get a liberal education, but the audience is conscious of the same kind of a reaction. Since the initiation of this type of student participation in commencement exercises at the School of Agriculture, no one has even suggested the substitution of the conventional type.

How did this demonstration type get started in this school of agriculture? To the student of the history of education, the idea of the worker demonstrating his achievement before being admitted to a higher rank is not new. The question here is: How did this demonstration type get started in its present form in modern times? By permission of Principal Mayne, the author quotes the following letter:

The first demonstration graduation that I know anything about was held in connection with my high school at Fort Atkinson, Wisconsin, in 1890. After that, eight such graduation exercises were held in connection with my high school at Janesville, Wis-

consin. In that place, however, the graduating classes were so large that the exercises were held each night for a week.

When I came to University Farm I urged the committee to adopt this form of graduation, but they felt that it was too radical a departure from the usual type of commencement exercise. Some of them thought that the audience delighted in the fulsome flattery of the usual valedictory and the wonderful power of the orations. They did concede one number on the program, "Landscape Gardening for the Farm Home." A picture was on the platform, but no reference was made to it. The whole thing was a failure.

The next year we had a regular demonstration program with salutatory for the beginning and valedictory for the end. One of the demonstrations was "Bread-Making." Governor Johnson was on the platform. It struck him so favorably that he did not wait to give his regular address, but sampled the bread that had been baked and enthusiastically approved this form of graduation exercise. After having the Governor's approval, the battle was won, and the demonstration type of program prevailed. It was necessary, however, to continue the salutatory and valedictory till 1909 which marked the last of "To our Dear Principal, etc." and "To the Board of Regents, etc."

Here in this School of Agriculture there is a type of commencement program that really grows out of the life of the school — dramatic, full of interest, of value to those who work out the program, to those who listen, and of real guidance for future action. This plan indicates not only what can be attempted, in part at least, in rural high schools; it also points the way for wholesome procedure in technical and academic high schools. The real contribution made by this type of commencement lies in the fact that out of the life of the school these pupils, as a result of their own investigations, are discussing and demonstrating subjects of vital importance to themselves and to their community.

Fourth example: A masque with an evaluation. One of the most hopeful signs for the development of more worthwhile commencement programs seems to lie in the fact that

principals and teachers, in their dissatisfaction with the traditional type of program, are increasingly attempting to evaluate what they are doing on the basis of educational theory which, at least tentatively, they accept, and to modify their work accordingly. Take this example contributed by Helen Anderson of the South Side High School, Denver, Colorado:

The presentation of a masque and its value according to some principles of extra-curricular activities. History: In Denver at the time of this masque, the commencement exercises were a mass affair in which all high schools in the city participated. At the South Side High School it was decided by the teachers in charge of the class day program that a change from the hackneyed type of class day was desirable. It was believed that a worth-while program should include every member of the graduating class. Accordingly a masque was written by two of the teachers, in which a legend, telling of the birth of the school colors, purple and white, was woven. The two hundred seniors were given parts, and the masque was presented in an out-of-door theater in Denver's most beautiful park. An audience of several thousand witnessed the performance. As a result, it has been decided that something of this nature shall take the place of the old time class day. Since the masque embodied many of the cherished traditions of valedictories, prophecies, etc., it was not altogether a violation of the customs of other years.

EVALUATION — POSITIVE VIEWPOINT

- I. Commencement as an extra-curricular activity should grow out of curricular activities.
 - a. The idea of the "Masque" grew out of the study of that form of literature in one of the classes in Senior English.
 - b. The designing of every costume used, approximately 300, was turned over to classes in the art department. Consequently, every costume presented a design created by the students themselves.
 - c. The making of the costumes was placed in charge of the sewing classes. Every girl in the senior class made her own costume. Costumes of boys were planned and cut by the girls.

- d.* Something like twenty group dances and a number of solo dances were worked up by senior girls in the physical training classes.
- e.* Music and songs were in charge of glee clubs, which in turn are made up of members of the music classes.
- f.* All accompaniments were played by the school orchestra.
- g.* Necessary mimeographing and typewriting were done by members of typewriting classes.

II. Extra-curricular activities should train in leadership.

- a.* Three seniors were in charge of advertising campaign.
- b.* One senior girl took charge of buying materials for costumes, distributing it, and collecting the money for it.
- c.* Two senior girls did important library work, giving needed information to groups in charge of costume design and to teachers writing the masque.
- d.* Approximately twenty people received training in directing groups.
- e.* Twelve students had important leads, which demanded the same elements that are necessary in assuming the leading part in any dramatic work.
- f.* Business arrangements were entrusted to a committee of senior boys.
- g.* Every senior participated in a class day which in other years had been in the hands of a popular few.

EVALUATION — NEGATIVE VIEWPOINT

I. Extra-curricular activities should grow out of curricular activities.

- a.* The original idea, the actual writing of the words of the masque, the composition of the music, the writing of the words of the songs, might have been the work of capable English students instead of the work of the teachers. I say "might have been," because I have never known of so extended a piece of work to be the result of student effort.
- b.* The advertising campaign, instead of being in the hands of the advertising committee, might have been the work of the class in advertising and salesmanship.
- c.* The writing of the program might have been student work in English classes.
- d.* The dramatic work could have grown out of the work in public speaking, but did not.

II. Training in leadership.

Many details attended to by faculty members might have been entrusted to students, such as: schedule for rehearsals, marshalling of performers both at rehearsals and at the main performance, casting of characters, police duty in park, and finding a more democratic method of finance.

III. The result.

The chief value seems to lie in the training pupils received, in the fact that all members of the senior class took part in the performance, and in showing many phases of the work of the school to the audience of patrons. Thinking of the masque as a performance, the drawbacks in the main are: the amount of labor and expense involved were out of proportion to a "one-performance" program. However, when the educational value is considered, it was thoroughly worth while.

These four examples, together with the example from the Morey Junior High School, may serve to indicate some of the directions in which newer types of commencements are moving. As Dr. Wilson expressed the idea, it was impossible for these pioneers to contemplate with satisfaction the commencements inherited from their high-school and college days. These four schools, widely distributed geographically, along with some scores of other examples that could have been cited, have provided for socializing, creative types of commencements that aim to provide happy educative experiences here and now.

Supplementary graduation activities. In addition to the commencement program itself, there are in many cases such other traditional activities, as class day, senior banquet, senior sermon, senior play, senior gift. Possibly commencement dress might be considered an activity.

Class Day. From experience one thinks immediately of the class — past, present, and future; that is, of history, will, and prophecy. The history, free from idle boasting and self-complacency, can contain an analysis of the composition of the class, the narrative of what the class has

stood for, together with a record of its successes and failures. If the class has been alive and ambitious, it probably has some honorable failures. There can be also an account of how many of the class are going to college and what colleges and how many to business and what kinds of business. A frivolous "History" is out of keeping with the dignity of the class.

In contrast to the class history, class "wills" and "prophecies" may give freer rein to the fancy and provide for invention of a lighter type. Often these two phases of the class day program provide wholesome fun. To be clever on command is difficult, and to try, and fail, results in a pathetic flatness. Seniors, or some of them, are clever, and there should be a place for humor. This humor should be on the highest plane that the class is capable of creating and enjoying. To attempt to eliminate it is to court the type of mock commencement wherein one college class, at least, in a kind of rough play, met and conferred horse-collars on each other. Crude? Yes. But the members of this class thought it was fun. Some classes, in opposition to the old saying about fools' names and faces, have delighted to paint their numerals in smoke-stacks and other seemingly inaccessible places. One school at least provides, as a part of class day, the unveiling of class numerals. Such an honorable procedure, however, would be denied any class that had improperly displayed its numerals.

Class day should provide for a wide distribution of class leadership. Wherever possible class day should bring forward pupils other than class officers and pupil representatives on the student council. Likewise, class day should recognize in some appropriate way not only a particular teacher-sponsor, but all sponsors of senior home-rooms. In the following class day program, Central High School,

Tulsa, Oklahoma, the president of the class presided, but the program was presented by pupils other than class officers.

ROY SMITH, *Presiding*

Salutatory.....	Maxine Witt
Boys' Quartet	
Don Wheat, Floy Bright, Robert Carnahan, Robert Griggs	
Class History.....	William Rice
Class Prophecy.....	George Norvell
Piano Solo "Allegro Appassionatto".....	Evelyn Hood
Lamp of Knowledge.....	Roy Smith, Varley Taylor
Class Will.....	Norman Drake
Tribute to the Faculty.....	Mark Ballard
Valedictory.....	Raymond Courtney
Class Song.....	Composed by Lois Mohler
Processional of the Senior Class to the North Terrace for the unveiling of the class numerals.	
Unveiling of Numerals.....	Leslie Brooks
Response.....	Ward H. Green

In addition, the names of the fifteen senior home-room sponsors were printed as a part of the program along with the names of the class officers.

Senior dinner. These senior dinners, sometimes called banquets, have been in some cases unreasonably expensive and embarrassingly dull. This one, held in the high school cafeteria at Tulsa, looks interesting and not too serious. Following the menu of this, the third annual dinner, the printed program runs thus:

Toastmaster — King Arthur.....	William Fleetwood
Magics and Wonders of a High School Education — Merlin.....	Mr. Prunty
Assemblies — Sir Bore-us.....	Roy Smith
Now it can be told — Loonette.....	Mary Louise Stalker
The Hard Cruel World — Grinabear.....	Miss Watkinson
Battles — Sir Getahead.....	Ted Thompson
New Worlds to conquer — The Lily Maid of Askalot.....	Marie Guinn

In Quest of the Ever-elusive Diploma —

Duncelot David Bradley

Solo — Royal Harpist Charlotte Laughton

Surprise number by the Court Entertainers

Class Song — Tulsa High Everybody

Senior play. If a group of seniors, either in a curricular class or in a school club, have been interested in and working at the presentation of plays, a senior play may be an appropriate commencement activity. The theory so often in mind in this chapter is that commencement activities should grow out of the real work of the school. In accordance with this idea, the class or club may have presented frequently during the year one-act plays. At commencement time, either by presenting two or three of the best of these plays, or by presenting new productions that come as a climax of the semester's or year's work, there may be a real, justifiable senior play. However, for the class to present a play that does not grow out of a previous activity, and to do so just because it is the traditional thing to do, is worse than a waste of time and energy.

Senior gift. There is a tradition in some schools that the senior class make a gift to the school. As a special edition of the school newspaper comes to take the place of the annual and as cap and gown replace bouquets, many rather expensive dresses, and consequently much cab-fare, this custom will probably increase. The easiest way for class and school to proceed is for the class to collect the amount of money the members desire to give and have some one "buy something" for the school. The matter, of course, is scarcely so simple. To make an appropriate gift, as every one knows, is quite difficult. For example, the class desires to present to the school a picture. The art teacher may be delegated to select it. The result would probably be an excellent choice. However, the educative

experience for the class would be almost entirely lost. Instead, the class, working through a committee, might consider through the whole senior year what kind of picture would be appropriate for the school and at the same time expressive of the ideals of the class. Such a desire might lead some pupils, possibly many, to visit art galleries, study catalogues of copies of famous paintings, to class discussions of pictures, to coöperation with art dealers, local or otherwise. There would be necessity for consultation with, and guidance, by the art teachers and others who have an intelligent appreciation of pictures. The gift as a material thing is not so important as the educative experience for which, indirectly, it provides a favorable opportunity.

The presentation of the gift and its acceptance should be a distinguished occasion. The gentle art of giving and receiving will stand much courteous and emotionally satisfying practice.

Class sermon. Many schools have a class sermon as a part of "commencement week." In many cases classes year by year rotate among the various churches. Certainly there is a place for religion and worship. As schools are coming to have adequate auditoriums, the class sermon may be at the school. The processional and recessional can be played by the school orchestra. There can be the dignified entrance and exit of the whole class. Additional music may be by the school chorus and orchestra or by the boys' or by the girls' glee club or by all of these organizations. One school used "Build Thee More Statelý Mansions," by Farwell; "Ave Maria," by Luzzi; "Faith of Our Fathers," by Remy; and finally Barnby's "Now the Day is Over," as a response to the benediction. In Scripture lesson and in sermon, the right speaker may rise to the unique opportunity provided by such an occasion.

Commencement dress. One graduates from high school

but once. For many it is their last and greatest "graduation." The self-respect expressed in desiring to appear well is greatly to be commended. Several solutions of this real problem are possible. The school can dictate what to wear. Every one may strive to keep up with or to surpass the others. Boys can agree among themselves to dress in a certain way. Girls can make their dresses as a school activity. At a meeting of girls and their mothers and class advisers, certain definite agreements, helpful to all, may be reached. The class can rent caps and gowns, black or, better still, gray. An increasing number of schools are coming to own and furnish caps and gowns for the use of graduates at commencement. This idea is so sensible and, in comparison with the "keeping up with Lizzie" competitive idea, so inexpensive that probably many more schools will adopt it.

Choosing the speakers. Formerly the speakers were selected on the basis of academic grades. There is not necessarily a high positive correlation between high grades and speaking ability. Again, the principal and the faculty have selected the speakers. Such a plan may make sure of good speakers and likewise may bestow honor where it is due. At the same time, such a plan robs the pupils of the educative experience of selecting their representatives. If the pupils as seniors cannot make intelligent choices, it is a sad commentary on the school that has failed to educate them. Those pupils, or groups of pupils, who can produce the best material suited to the occasion should produce it. Likewise, those who can present it best should present it. Thus, in the commencement program of the South Philadelphia High School for Girls, one can read, "Valedictory, Isabelle Welsh, delivered by Hannah Klaus." In the newer types of programs there is a real opportunity for wide participation of the class in preparing and presenting the commencement program.

Guiding purposes of commencement. There is as yet no generally accepted purpose of commencement. Thus, when one attempts to think through the whole problem in determining what to do, some guiding statements, tentatively accepted, form themselves in one's mind. Eight such statements are proposed here as possible aids to those attempting to solve the commencement problem:

1. Commencement, in common with other extra-curricular activities of the school, should grow out of the life of the school.
2. It should be an occasion of real joy in that it represents the successes of individual pupils, parents, the whole school and the community.
3. It should be educative for every individual and group concerned in that it sets forth what has been done, the way it has been done, what remains to be accomplished, and some suggestions for future procedure.
4. It should be inspiring to the class, to other classes, to the parents and friends of present, past, and future classes, to teachers, to the school as a whole, and to the community.
5. It should be democratic in its simplicity, sincerity, worth, and dignity.
6. It should be beautiful in the aspirations, faith, and fineness of youth, and in the appreciation of youth that can live in the minds of adults.
7. It should, through just pride in achievement and through appreciation of work yet to be done, integrate the school within itself and unify the school and the community.
8. It should be emotionally satisfying and this satisfaction should be on as high a plane as those concerned at this favorable time can actually, in some measure at least, create, understand, and appreciate.

After one has thought through some of the purposes and possibilities of high-school commencements and formulated, tentatively, at least, the purposes that are to guide his thinking and action, the serious question still remains: How are these purposes to be realized? The material that has been presented in this chapter undertakes to show

where schools now are in respect to commencement, where some schools want to go, and how some of them are attempting to realize the vision that they have. In any event, a guiding philosophy is necessary. Some detailed consideration of these eight statements may aid in developing the ideas presented.

Commencement exercises in high schools should grow out of the life of the school. There is a tendency, traditionally, to develop the school along one line and, when pupils have completed certain courses or gained the required number of units in sequential work, to celebrate the event by exercises along an utterly different line, entirely foreign to the work in which success has been achieved. It has been insisted by some critics that a high school is really two schools; one — curricular — set up by the faculty; the other — extra-curricular — set up by the pupils. The general thesis maintained in these chapters is that the fundamental purpose of the school is to develop good citizens, and that the whole range of the school's activities, in or out of the regular curriculum, should be used to develop the qualities of the good citizen.

Historically, as Grizzell¹ has pointed out, the school exhibition was a forerunner of the present commencement. This plan, in part at least, did present, in early New England schools, work that pupils had done. However, the exhibitions themselves in some cases, and especially the "rhetoricals," were often devoted to material utterly foreign to the regular work of the school. There seems to be a desire in the *homo sapiens*, when he makes a general holiday, or wishes to present himself in the most favorable light, to assume a rôle entirely outside his regular life. Does the individual or the school live on such a low plane of

¹ Grizzell, E. D. *Origin and Development of the High School in New England before 1865*, pp. 334-35.

thought and feeling that for commencement there must be something developed quite out of keeping with everyday life? The fact is, so far as the traditional commencement is concerned, that principals and teachers, in their responsibility for commencement, have dropped the regular work of the school and, where there is an absence of constructive planning, have drifted into a pale imitation of the college.

If the school is a routine, stereotyped school, possibly the pupils will not be interested in attempting to develop the commencement program from the life of the school. Likewise, the faculty may not be interested in having the pupils try it. If the school is really alive, commencement activities can grow out of the real life of the school.

Commencement should be a joyous occasion. Probably the capitalizing of successful achievement brings as much enjoyment as any other phase of life. Regardless of the bored appearance of those "educators" who are interested in subject-matter alone, graduation from a first-class American high school is no mean achievement. In many high schools at the present time, only a small percentage of the parents of the graduating class have themselves graduated from high school or any corresponding grade of school work. So far as both the graduates and the audience were concerned, the most joyous graduating exercises that the writer has ever attended have been in a school in which twenty-six nationalities were presented and in which seventy-five per cent of the pupils spoke, in their homes, a language other than English.

There is a charm about youth, an enthusiasm of parents and friends that makes high school commencement a joyous time. For some teachers these exercises, often repeated, may be largely routine; some few, it may be, find no thrill in the joy of others. That is their misfortune. However, no such aloofness is felt by the graduates them-

selves or their parents and friends. Wise guidance at such a time may enable pupils and the whole school to bring into clear focus the best that the school, through its pupils, has achieved. Pupils may rationalize worth-while habits so that these habits stand a better chance of enduring. The community may come to have a more intelligent appreciation of the school.

There is a caution in all this joyous spirit that ought to be kept in mind. Graduation, as every valedictorian remarks, is not a completion; rather it is a commencing of further work. Some parents are so overjoyed that they consider the education of their sons and daughters completed. The less experience they have had with schools, the more this is apt to be true. Commencement, while celebrating the present, should point the way for the future. Probably no program at such a time was ever so poor or so stupid as to spoil entirely the joyousness. It may be that this is one reason why progress is so slow. Whatever the program, there should be an intelligent looking toward the future that, among other things, will prevent the unfavorable emotional reaction that too often takes place among pupils and parents after commencement day is over. To leap from the joyous light of generous approval into unplanned obscurity is a consummation devoutly to be avoided. Commencement, while capitalizing the present and past, should also look to the future.

Commencements should be educative for the graduates, for the lower classes, for the parents, and for the whole community. If the program grows out of the real life of the school, participants in the exercises will simply be bringing to the highest point parts of the work that they have been carrying on. Commencement will not be such a hectic rush and a break, but rather a continuance of the pupils' and the school's best endeavors along familiar lines.

The lower classes, by the help of the seniors, can get a clearer understanding of individual and of school problems. They may be encouraged to continue in school by having a definite part in the unfinished work of school improvement. From seeing what seniors have done and how they have proceeded, these lower classes may learn vicariously. Parents, through pupil presentation, may learn something both of the problems and the methods of modern education. The whole community may get a clearer appreciation of youth and of the place the high school holds in the community. The taxpayer may gain some knowledge of the dividends paid on his investment. To some extent the individuals of the whole community may get a better factual basis for the faith — almost unbounded faith, in some cases — that they, as Americans, have in universal education.

Commencement should be inspiring, intellectually and emotionally. Commencement should help the various groups: the class to realize what it has achieved, where it wants to go, and to some extent, at least, how it expects to get there; other classes, especially the juniors, to recognize what another class has done and in meeting the challenge to improve on past records; the parents of the present class, parents of former classes who in a kind of retirement have lost some of the enthusiasm for action, and parents who look forward to the growth and advancement of their own children; teachers who by school work, including pupil advisement, have contributed to the pupils' and the whole school's success; the community in a keener appreciation of the progress that can come through increasingly well-trained leaders.

Commencement should be democratic in its sincerity, simplicity, worth, and dignity. If the exercises are based on an imitation of college commencements, if pupils pre-

sent material "appropriated" directly from the work of others, if pupil speeches, supposedly their own, are written, or rewritten, by the faculty, the real sincerity is sacrificed for show. If the program really grows out of the life of the school, if pupils, with the guidance of teachers, give their own work, there is a sincerity that above all else is important. If a pupil presents as his own material that is prepared by some one for him, he is educating himself in plain dishonesty. Schools that supposedly provide everyday favorable opportunities for education in sincere, honest expression, schools that do not tolerate cheating in examination, have in some cases worked on what seems to be an entirely different basis when pupils are to make a public appearance as representatives of the school.

The presentation by the pupil of work that is really his own, and that grows out of the real life of the school, gains not only the ring of sincerity, but at the same time a simple dignity that is unmistakable. In both speech and dress, high school seniors should be true both to themselves and to the democratic institution that they represent. Elaborate and diversified "hardware" in the form of rings and pins, expensive gowns, American Beauty roses, and much cab-fare are not in keeping with "Democracy's High School." Such practices are not only an unnecessary and unwise financial expense, but they are in a bad taste that makes for just the opposite of simplicity, sincerity, and dignity. Such practices obscure the real worth of the individual. The sincerity and the simplicity of graduating exercises that throw into high relief pupil and school achievement furnish the real distinction of high school commencements.

Commencement should be beautiful. The beauty that comes through simplicity and dignity is not the kind that is bought by money. The graduates themselves and the

work of the school are of chief interest. The greatest recommendation of the school lies in what the pupils do. At the same time there can be beauty in simple staging, whether the commencement is indoors or out, beauty in the procession, in just the right music by the school pianist, orchestra, glee clubs, or chorus. There can be beauty in the plan of seating, with the graduates in the foreground and the adult participants in the background, or, for the most part, out of sight entirely. There is sometimes too little emphasis on that which is really beautiful — the spirit, the decorum, the aspirations of youth — and too much emphasis on elaborate, imitative trappings.

Commencement should integrate the school and unify the school and the community. Through lines of study pursued, through extra-curricular activities, the class itself may have diversified interests. The school as a whole works in many directions, but the commencement, like the assembly, is a whole-school undertaking. The entire school, in striving to honor those who have achieved most, the graduates, can become more closely integrated through common knowledge and by the common effort to do one thing.

The school that devotes itself exclusively to the mastery of what people have thought and done in times gone by limits itself unnecessarily in community contact. The community may support and accept the school in a faith in its professional leaders and yet actually know very little about the school. A commencement which is based on what the school has done and has tried to do — which grows out of the life of the school — can help the community to think for itself and to appreciate that "the good old days" are mostly in the present and the future. The school should know itself; the school and the community should know each other, if the greatest progress is to be

made. The commencement is one means of attaining these desirable ends.

Commencement should be emotionally satisfying. There is nothing new about the doctrine of emotional satisfaction in relation to continued effort. It has long been recognized that practice with satisfying results makes for perfection. Intellect may or may not be simply a speck afloat on a sea of feeling. However, the fact remains that educators, no matter what their theory is, have been very timid, so far as practice is concerned, in attempting to educate the emotions. Regardless of the fact that the emotions lead to action and that much that is finest in human relations and achievement is based in, and energized by, feeling, some intellectualists have not seen the close correlations, the fusing of intellect and emotion, in the education of youth. Commencement brings a flood-tide of feeling; it is a favorable time to guide action on the highest plane of which the participants are capable.

The eight related, sometimes overlapping, objectives presented here are in no sense exhaustive, complete, or final. They are presented to illustrate the necessity of attempting to think the problem through and also with the hope of aiding the reader to develop much better ideas of his own.

How a leader works. Evidently, if progress is to be made, there must be constructive, coöperative planning. Such effort requires a leader, not only with vision, but with the ability to turn this vision into reality. Such a leader recognizes the necessity of educating the school faculty, pupils, and community. This leader, in getting the commencement from where it is to where it ought to be, will recognize present conditions. Commencements in their irresistible occurrence require planning long in advance. The leader may face a strongly entrenched tra-

ditional type of commencement that in no way satisfies any of the principles of education that he accepts as fundamentally sound, but he cannot get rid of undesirable practice unless he has, or can cause his associates to have, something better to offer. To have "something better" is not enough: he must arrange the situation so that those who are most concerned want this improvement. One of the successful ways of stimulating this want is to get all those participating to help work out the plan. Many successful experiments point out ways of progress. "The best is yet to be." The principal is responsible for his school. With the aid of his faculty, if he is a leader, he can arrange the situation so that commencement is the real climax of the pupil's educative school experience.

QUESTIONS

1. What phases of the account, as written by the reporter of the *Evening Ledger*, would apply to the last commencement of the school you know best?
2. Is there such a thing as a traditional type of commencement? If so, how do you account for its having come to exist?
3. List all the modifications of the early type of commencement that you know or know about. What was the purpose, in so far as you can find out, that resulted in these modifications?
4. What do you consider the strong points of the seven examples of modifications of the earlier type of commencement given in this chapter? What do you consider the weak points? On what bases do you make your decisions?
5. List the commencements that you know, or know about, that represent a fairly complete break with the earlier type of commencement. What, if any, change in the purposes of commencement do these newer types of commencement represent?
6. What, if anything, is there that is a new idea to you in the four examples of the break with tradition given in this chapter? In so far as you can make out, what was the underlying theory of commencement in each of the four cases cited? In what respects do you agree, or disagree, with this underlying theory in each case?

7. What was the program of the best class day that you know, or know about? How was this program developed? What kind of a class day, if any, do you want in your high school?
 8. Under what circumstances, if any, is it wise to have a senior dinner? If there is to be such a dinner where should it be held? How formal should it be? Why? What should be the nature of the program?
 9. How do you explain the fact that there is so often a senior play? Under what circumstances, if under any circumstances, should there be a senior play? In what respects do you agree, or disagree, with the section of this chapter dealing with the senior play?
 10. Make a list of all the senior gifts you know or know about. In so far as you can find, to what extent, in each case, was there a favorable opportunity for an educative experience?
 11. Should there be any religious exercises, such as a class sermon, for example, as a part of commencement in a public high school? If so, under what circumstances? How should it be managed? Does such an occasion provide a unique opportunity? If so, in what respects?
 12. Present the case for and against uniform commencement dress.
 13. If there are to be pupil representative participants in any type of commencement program, how should they be chosen?
 14. In what respects do you agree and in what respects do you disagree with the guiding purposes of commencement set forth in this chapter?
 15. Formulate the purposes you accept for commencement.
 16. In what respects, if any, should commencements in junior and in senior high schools differ? Why?
 17. How are the purposes you accept for commencement to be realized in your high school?
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CHAPTER XVI

ATHLETICS

Play and respectability. Play is part of man's original nature. However, in accordance with an older theory of education, this original nature had to be beaten black and blue so as to keep the body in subjection and liberate the soul. Asceticism exalted the spirit and had a contempt for the body. Scholasticism exalted the mind and neglected the emotions. Puritanism exalted the serious and considered play frivolous.

Children play; chasing, fleeing, pursuing, capturing, are a part of their instinctive tendencies. On festal days among a rural people the children played hide-and-seek in grandfather's barn, or, if a little older, the boys raced their plow-horses in the back pasture, while their elders accumulated indigestion from dining not wisely but too well at grandmother's table.

Even the elders, however, had a really vigorous play-time at barn-raising, "corn-shuckings," and "turkey-shoots." This play came out of the life the people lived. The cowboy interrupted the breaking of ordinary horses by attempting "to stick" an "outlaw" — perhaps "Old Steamboat" himself. The log-driver was not just "chaperoning" logs down a river; there were at times sports and high daring. Cradling wheat was not just providing for the winter's food; there were contests of skill and endurance. "A Son of the Middle Border," if he was hardy enough to enjoy it, had his opportunity to perform "prodigies of valor." On the whole, however, play was considered childish and to become a man was to put away

childish things. Perhaps this was a compensatory philosophy for advancing age and declining physical ability.

Among a pioneering people there were "Giants in the Earth." The land must be cleared: chopping was not a sport. Crops must be grown: gardening was not a hobby. Long distances must be covered on foot: hiking was not a recreation. Some Daniel Boone might go exploring, but the serious business of life was to take toll of the sea, clear the forest, or "break" the prairie. Faced with this serious necessity of subduing the earth, to participate in sports was to be a sport, and a sport indulged in "riotous living." Guided by a conception of the sinfulness of original nature, by an idea that play was childish, and by an understanding of the hard conditions of frontier life, play was often thought of as a waste of time and therefore could scarcely be considered respectable.

The individual and athletic sports. In a day now to some extent gone by, the home, the school, and the community did little or no constructive planning for athletic sports. As a result boys, less docile than girls of that day, planned for themselves. Grizzell ² cites the following account of a high-school baseball game played in Worcester, Massachusetts, in 1859:

THE W.H.S. BASEBALL CLUB

It is by no means our purpose to enter into an elaborate disquisition on the subject of Ball Playing, viewed in the health-and-exercise light, or the comparative amount of benefit derived from the expenditure of so much time and money. But it may not come amiss to give some little history of the W.H.S.B.B.C., which is, at present, a prominent institution of the school. About the middle of last September, a paper, purporting that "We, the undersigned, join ourselves together for the establishment of a Baseball Club,"

² Grizzell, E. D. *Origin and Development of the High School in New England Before 1865*. The news item is taken from the Worcester (Massachusetts) *High School Thesaurus*, vol. 1, no. 1, p. 5. 1859.

was circulated among the gentlemen of the school. A constitution was drawn up, and in this manner without parade or ostentation, the Club rose into being. In accordance with the constitution, several of the softer sex added their names to the list of members. But the event proved a miscalculation of their power and endurance, and they deserted in a body. The mournfulness of which loss was somewhat mitigated by the leaving of "ten cents each, initiation fee" in the Treasury. The schoolyard underwent such preparation as the nature of the circumstances allowed, and several games, of little interest except to the players themselves, were carried on attendant with the usual results, viz: a few broken windows, and innumerable? lost balls. Meanwhile reports were heard of a famous club y-cleped "Eaglet" — a club which had its playground on the new common. Whereat, the spirit of the H. S. Club rose up, and it was hastily, and *then* seemed rashly voted "to challenge the Eaglets to play a game of 50 tallies"; which challenge was promptly accepted, and the afternoon of Wednesday, the 12th of October, was appointed for the fight. At one o'clock of this momentous day, ten bold Eaglets with supernumeraries, scorers and referees in quantities to suit, were on the ground. An array, indeed, whose formidable appearance effectually dispelled what little hope of success had been cherished by the club.

At length the required number of our players was present, and all preparations having been completed, at 2 o'clock the game began, H. S. having the first inning. In a short time the Eaglets made 6 tallies, which number they had great difficulty in passing, while H. S. went on to between 30 and 40. And then, in turn, the Eaglets steadily gained until they had scored some 30 to 45. Both sides being anxious to finish the game that day, the playing was continued till quite late, and in the latter part, the Eaglets having their ins, and being favored by the darkness, still gained, until shortly after 6 o'clock the game was adjourned, H. S. having scored 48 tallies to the Eaglets' 42. We adjourned in expectation of finishing it at another time, but the Eaglets expressed their willingness to let it remain as it was. The success on our part, so unexpected to everyone, was, in a great measure, owing to the superior throwing on our side: for the Eaglets afterward affirmed "That they could not expect to beat us, so long as we had HORACE B. SMITH for a thrower."

It may be well to state that all that prevented our victorious Club from immediately challenging the Upton "Excelsiors" —

who had just defeated the Medway Club in their great match game — was the lateness and darkness of the hour.

In a college where there was a gymnasium owned by the students or where there were inter-dormitory or inter-fraternity games, there may have been some approach to the English "house-system" of organization for games. In the early high schools, however, there was no such residential basis for organization. Where there were the required number of players and some "HORACE B. SMITH for a thrower" and some "Eaglets," or lesser birds to be plucked, there was the setting for a contest.

The school and sports. Since the school, outside of an occasional *Casa Giocosa*, had no constructive plan for sports, and since pupils would plan for themselves, conflicts between school authorities and pupils were inevitable. The conflict might not be as merry as a "war" between Town and Gown, but still there was trouble, not only because their play activity made trouble for somebody in authority, but because the activity was considered unseemly for young gentlemen. In 1761, the students at Princeton University got into difficulty because they played ball and into special difficulty because they "played at Ball" against the president's house, an offense that the trustees of that university decreed should be punished by a fine of five shillings "levied on each Person who shall offend on the Premises."¹

In the development of sports in American secondary schools four steps seem to have marked progress. First, a group of boys on their own initiative organized a team composed of the ablest players regardless of whether or not they were actual members of the school. This team, away from home, at least, bore the school name. In playing the team of some other school occasionally a brawl of some

¹ Rice, E. A. *A Brief History of Physical Education*, p. 217. 1926.

kind developed which required that the school, to protect its good name, must take part in settling. Second, the settling of this difficulty probably resulted in the appointment of some member of the faculty as a kind of sponsor for the team. Probably, also, a coach from outside the school was brought in to develop a team composed of actual members of the school. Pupils usually welcomed such supervision and coaching because it enabled them to have a better team. Third, the school came to see the necessity of paying attention to school sports and engaged some member of the faculty whose business it was to develop and to supervise sports. Fourth, some schools have come to see the educational possibilities in developing a real Department of Physical Education and to grow their sports, intra-mural and inter-scholastic, as a part of real education. The older schools usually had to go through the period of Jahn gymnastics, calisthenic exercises, and military drill. Some of the newer secondary schools, however, have successfully omitted much or all of these formal drills and have developed real programs of physical education with games as a definite and important part of that program. Many schools, unfortunately, still have a long way to go before this fourth step becomes something more than a "consummation devoutly to be wished." A leader in this field, Dr. Jesse Feiring Williams, declares: "Of all the activities of the school curriculum, none is as rich with educational outcomes as the play, games, sports, and athletics of physical education."¹

The school and the athletic association. Athletics is older in the schools than is the program of physical education. The "A. A.," as the athletic association is frequently called, grew up between the time when pupil teams played surreptitiously and the later development of a real

¹ Williams, J. F., and Hughes, W. L. *Athletics in Education*, p. 36. 1930.

program of physical education. Generally speaking, this was the Age of Tolerated Athletics. Pupils initiated, organized, led the games and likewise were not unfriendly to the development of an A. A. which supported rather than regulated the games.

In a school where the student council has developed as an all-school means of pupil participation in government, the A. A., if it exists at all, has come to be chartered by and to be under the direct supervision of this council. As the finances of all extra-curricular activities came to be organized in a budget system, with either a fixed amount or a percentage of all income devoted to each recognized activity, much of the work of the earlier A. A.'s is provided for. Likewise, where a general pupil ticket, sold at a comparatively small price, admits a pupil to all school activities such as games, dramatics, parties, debates, newspaper subscription, etc., games take their rightful place as one but not the only financed activity of the school.

School athletics and college athletics. A study of some of the reports of state athletic associations by a foreign student of American games would certainly leave him with the feeling that there is little but eligibility and money-mad trouble involved. Even the American love of competition may some day realize the futility of state and national championships. High schools rather than colleges and universities should decide in what contests the pupils of the school should participate.

The high school in a community where there is only one high school frequently has difficulty with its public. This public may not be at all interested in athletics as one means of education, but exceedingly zealous that the home team shall win. Of course, a team in a contest should play to win by every honorable means available, but there is no particular reason for becoming hysterical about it. The

college, however, is in a worse state of affairs than the high school. The high school serves a fixed residential community; there is not so great a temptation or possibility of proselyting. The community, especially the "sports," may see nothing in athletics except beating the neighboring town, but the power of the college alumni has no real counterpart in the high school. The school has its troubles with the amateur standing of its players, but in comparison with the colleges, it has no real difficulties with what is sometimes called "the snobbery of the Amateur Athletic Union." School players are beginners, not skilled enough to be professionals; hence, the school has greater freedom inherent in its situation. It is the opinion of a competent observer that, "None the less, in spite of the shortcomings of our practice, our school athletics are much more nearly an integral part of the educational process than college athletics."¹

The aims of athletics. To athletics as to all other school activities, the welfare of the individual boy or girl is the test to be applied. There can be no ultimate justification of any activity unless this welfare of the individual is kept definitely as the goal. This welfare includes not only the physical well-being now and hereafter, but the whole individual. For purposes of emphasis it may be helpful to talk about "Head, Health, Heart, and Hand," or about "the mind, the body, and the spirit," but the individual, "one and inseparable," yields to no such short division.

It has been a constant thesis of this volume, repeated or implied in every chapter, that it is the business of the school to arrange the whole school situation so that there is a favorable opportunity for the individual to practice the qualities of the good citizen here and now, with results

¹ The Carnegie Foundation for the Advancement of Teaching, *American College Athletics*, Bulletin no. 23, p. 54. 1929.

satisfying to himself. There seems to be no other phase of this school situation that can be so favorable to the practicing of so many of the qualities of the good citizen as athletics. A second thesis to be kept constantly in mind is, that wherever possible the extra-curricular activities should grow out of curricular activities and return to them to enrich them. Athletics did exist before the school had a program of physical education, health, and hygiene. Under such conditions athletics could not develop in accordance with the thesis just cited. Now, however, there is no valid excuse whatever for a community's not developing through the school a real program of physical education. Among many important tests to apply to this program there are these two: (1) Is the program of physical education of such a nature that it includes sane athletics for every boy and every girl who can profit by athletics? (2) In so far as athletics is extra-curricular at all, can athletics grow out of the program of physical education and return to it to enrich it?

In 1922, in the survey of the senior high schools of Philadelphia * the present writer stated a part of the aim of physical education as he sees it in this fashion:

The problem of physical education is to establish right habits of living. Right living must result in such a high level of vitality as to enable the individual to keep well, to be mentally and physically efficient in performing his school work, to have the power, speed, endurance, and the nerve control to work consistently on a high level of accuracy and efficiency, to have the vitality to see problems clearly, to see them whole, and to have the stamina to make moral decisions, to be free from nervous irritability, and to have a reserve of nerve power when facing complex problems and in moments of sudden emergencies. This high level of vitality must exist if the high school pupil, or the adult in later life, is to do efficient work in society.

* Survey of the Public Schools of Philadelphia by the Pennsylvania State Department of Public Instruction, *Report*, Book 4, pp. 131-32.

For the accomplishment of efficient work the physical educator must develop in the pupil the power to direct himself. The physician, the physical educator, and the coach must determine the physical condition and the health habits of each pupil. These directors must determine where the pupil is deficient, where health habits are wrong, and help the pupil to do the thinking and form the habits that will overcome these defects. Where the case demands it, these directors must also stimulate and supervise the self-direction of the pupil so that he has the vitality and control to get rid of a negative and assume a positive attitude toward all his physical and social relationships.

Since right living must be carried on twenty-four hours of the day, and since the pupil spends but a fraction of the day in school, it follows that the greater part of this right living must be done outside of school. Progressive present day physical educators have given up almost entirely the German and Swedish exercises with their inhibitory and joyless commands and have in many school systems established the natural play spirit in physical education. However, on account of the time and conditions of school work, as now understood by many teachers, this play spirit must develop itself largely outside of school hours and of the regularly accredited curricular activities.

There are other educational features of the extra-curricular physical activities that must not be neglected. The wise supervision of the playing field provides rich opportunities for the player's initiative, leadership, and coöperation. The player who can think up a new game or devise an improvement in an old one, or who can organize and direct a new group for playing, has his initiative and leadership and coöperation rewarded by the approval of his fellows. Here players selecting their own leaders and following them, must coöperate in any contest or meet with sure defeat. The accepted rules of the game make for intelligent obedience to authority and demand clean sportsmanship. Individual players as well as leaders must accept responsibility and must make good.

The qualities of initiative, leadership, coöperation, clean sportsmanship, intelligent obedience to the rules of the game, and the acceptance of responsibility are needed by all boys; and if athletics helps develop these qualities, it naturally follows that not only the ablest pupils who play on the "first teams" should have the opportunity to develop these qualities but that every pupil in school

unless he is physically defective should play regularly on some organized team.

The section of the Student Council that has charge of athletics, or (in a school less well organized) the athletic association, gives the pupils an opportunity to work out under supervision the organization of their extra-curricular physical activities. There will never be and there should not be enough adult supervisors to work out all of these activities. Pupils like to find and work out some things for themselves. The wise supervisor gives stimulus and direction to the work and focuses public approval on those who contribute to the welfare of the group.

The chief issue. The main aim is to develop and to maintain, now and later, a high level of vitality, to run this human engine joyously, beautifully, efficiently. A problem of physical education, as previously pointed out, is to establish right habits of living. These right habits are not just a matter of the training of muscles, big or little: they have to do fundamentally with the emotions and the mental processes quite as well as with physical efficiency. In respect to this physical, emotional, and mental health, the individual must become increasingly self-directive. School years are short; the school day is but a fraction of twenty-four hours. The playing season of any sport is but a brief span and the contest is really only a few minutes. Comparatively life is long. Sane athletics is worth while here and now, but much is lost if athletics does not carry over into behavior, emotional, mental, and physical, in later life. No athlete in later life wishes to be an Ancient Mariner with an albatross around his neck.

The school's and the pupils' aims. In home-room, in class organization, in student council, the pupils and teachers should discuss what the school should do and what it can do in athletics. This discussion should be so guided that pupils may develop definite ideas of their own as to

the big purposes of athletics. This discussion should be carried over into the assembly, into the school newspaper, and into the locker-rooms and on the playing fields. If some of the energy put into "pep" meetings were guided into pupil education of what the school as a whole is trying to do in athletics, there might not be such a need for "pep" meetings.

Athletics and education. Athletics can take a rightful place in the school when there is developed a real program of physical education including athletics. To go forward the school must guide athletics rather than be guided by athletics. When the public comes to understand the real aims of physical education, there will be adequate support for it. By that time there will be a greater number of leaders developed who can do justice to the opportunities. There ought to be at least as many teachers of physical education in every high school as there are teachers of English.

Intra-mural athletics. Whatever favorable opportunities athletics affords for the education of the individual, the desired benefits manifestly are not realized if the individual does not participate in athletics. Skills or lasting satisfactions in play cannot be developed from the sidelines. There seems to be a high positive correlation between skillful participation and a permanent interest in play. Certainly a keen appreciation of play is dependent largely on the knowledge that can come as a result of participation in play.

Intra-mural athletics is a natural form of expression to boys, and, to a lesser extent, to girls, of junior and senior high school age. In streets and alleys, in the play-yard of a city or a country "district school," pupils tend to organize themselves into play contests on an individual or a team basis. For most normal children there is the healthy

desire for play, and, as the individual comes to belong to a gang or a club or a team, there is the powerful urge of loyalty to his group.

Hindrances. As pointed out in the Carnegie Report on American College Athletics,[†] there are such certain definite hindrances to the development of intra-mural athletics as the following:

1. There is a readiness on the part of schools to set on paper ambitious programs which are not put into practice.
2. The intimate connection of intra-mural with intercollegiate athletics under a personnel that is interested primarily or exclusively in intercollegiate athletics.
3. The time of an athletic staff may be comparatively unoccupied except during the seasons of the branches in which they are particularly interested.
4. The segregation of freshmen into squads which become mere nurseries of varsity groups.
5. The perfunctoriness in administration or in play.
6. The bewildered attempt in some cases to keep large numbers of men and women occupied.
7. Such beneficial results as are now being achieved are allowed to depend universally upon the financial prosperity of football.

School athletics may be much more nearly an integral part of education than is college athletics, yet in developing a real program of intra-mural athletics the school has many of the same hindrances as the college.

Needs. If intra-mural athletics is considered as it should be, a definite part of physical education for every pupil, the financial support should be on the same basis as it is for Latin, algebra, mathematics, or the school laboratories. With either the college or the high school, a chief need is intelligent guidance. Teachers with a working conception of the possibilities of intra-mural athletics and with the leadership ability, the resourcefulness, the imagi-

[†] The Carnegie Foundation for the Advancement of Teaching, *American College Athletics*, Bulletin no. 23, pp. 84-86.

nation, the skill, and the enthusiasm to realize these possibilities, do exist, but as yet there are not enough of them. To develop an intra-mural program as conditions exist in most schools at the present time, the capable leader must multiply himself many times by training and using pupil leaders in order to teach games and furnish the guidance necessary. If the school desires an intra-mural program, it must furnish the necessary teachers and material facilities. However, the resourceful leader in many cases can carry on some activities while waiting for the necessary facilities to be provided.

Grouping. There is a further need of a basis of grouping pupils so that teams of about the same ability will play each other. In attempting to find an acceptable and a convenient basis for such grouping, gymnasium classes and home-room groups have been most often used. The eighteen junior high schools in Los Angeles have used the gymnasium classes. The general plan of intra-mural athletics in Des Moines for junior and for senior athletics is based on competition between home-rooms. As was shown in Chapter VII, the Speyer Junior High School used successfully a combination of gymnasium classes and home-rooms. Whatever basis is used, there is a need of teaching and promoting sports as well as controlling them. In order to provide a favorable opportunity for every pupil to participate in supervised sports there is need for a comprehensive, well-administered plan supported by capable teachers and reasonable facilities.

Intra-mural sports and gymnasium classes. As reported by Hermle ¹ in 1927, sixteen of the eighteen junior high schools in Los Angeles had competitive intra-mural sports. The basis of the work as described by Hermle was

¹ Hermle, Otto B. *The Present Status of Intra-Mural Sports in the Los Angeles Junior High Schools with Special Reference to Boys' Activities*. Master's Thesis, School of Education, University of Southern California, 1927.

in gymnasium classes. The teaching involved knowledge of the games and, in accordance with the idea that "the improvement of one function will benefit a second to the extent that both possess identical elements," there was training in rhythmical exercises peculiar to various sports. These exercises, including such activities as basket-ball free throw, sprinter's start, baseball pitch, and football forward pass, involved only the movement of the body and not the use of equipment.

In a majority of these eighteen schools there was inter-squad competition by periods. Likewise, in a majority of the schools teams or clubs were organized into leagues for competition. Since the round-robin method of organization provided for continuous play for all teams, it was far more popular than the elimination tournament. These contests in round-robin tournaments were played before school, or at noon, or after school.

The minor sports included handball in all 18 schools, horseshoes in 16, tennis in 6, wrestling and golf in 2 each. The major sports included indoor ball, basket-ball and volley-ball in all 18 schools, soccer in 12 schools, touch-ball in 12, speed-ball in 7. In track and field events, 18 schools had the high jump; 17 the dash, the relay, and the broad jump; 11 the shot-put; 2 the hop-step-jump; 1 the hurdles, and 1 the tug-o'-war.

Likewise, there were the self-testing activities that can be measured by time, distance, or the number of times a thing is done. These self-testing activities were chosen from such a list as the following: football — pass for distance, punt for distance, drop kick for goal, place kick for goal; baseball pitch for accuracy; basket-ball throw for goal; soccer field goal, soccer kick for distance; volley-ball serve; tennis serve; bar vault for height; rope climb for speed; pull up, push up, sit up, and all track and other

events that lend themselves to measurable individual performance.

Inter-scholastic athletics. Inter-scholastic athletics is full of difficulties and dangers. There is no occasion, however, to shy at difficulties. That there are real dangers every one admits. The school has allowed or furnished specialized training for the few best athletes. It has often been said that these few ablest performers are least in need of training. This cry may be a part of the general leveling-down idea. The school has the obligation of enabling its brightest pupils, in athletics or in any other worth-while activity, "to do better," as Professor Briggs puts it, "those desirable activities that they will perform anyway." In many respects the school's brightest, ablest pupils are the most neglected and comparatively the most retarded. The point, however, is to consider the desirability of the activity. The most common danger here is that in developing the ablest pupils in athletics the ordinary or inferior performer has been neglected almost entirely. Among the difficulties and dangers from an educational point of view, there has been:

1. Too little real school guidance and control.
2. Too little adequate leadership.
3. A lack of satisfactory physical examination.
4. A loose determination and administration of eligibility rules.
5. Not enough equalizing of teams.
6. Unwise playing schedules.
7. Too much control by the championship idea.
8. Poor financing.
9. Exploitation of pupils and commercialization.
10. A vicious idea of loyalty.
11. A removal of the contest from the control of the players.

That these and other difficulties and dangers do exist, as noted partly in the 49 questions at the end of this chapter, is no occasion for lamentations and despair. The school

desires safety for its pupils, but not a "safety first" that removes all adventure from the educative process.

School guidance and control. The school needs to recognize that physical education is education and that athletics should be a part of and grow in and out of physical education. With the recognition of the basis of athletics, the school must develop a positive, constructive program of leadership. The state itself, through the state department of education, in coöperation with the schools of the state, needs to develop a constructive program. More than one third of the states have already assumed this responsibility.

A cross-section of current opinion. The North Central Association of Colleges and Secondary Schools has often furnished the constructive leadership for advances in Secondary Education. The Report of the North Central Association Committee¹ on Athletics in Secondary Schools of March 19, 1931, gives such a clear statement of the opinion of 1751 high schools in this Association that direct quotation is included here of a statement of the objectives of the committee, the method of securing the data, an analysis of the replies of the member schools, and the recommendations of the Committee, followed by the official action of the Association.

OBJECTIVES FOR 1930-31

The Committee on Athletics was authorized at the 1930 meeting of the North Central Association to study more thoroughly the status of athletics in secondary schools of the North Central Association and to bring to the 1931 meeting specific recommendations. The objectives of the year's investigation as stated in the 1930 report are as follows:

1. To formulate a set of guiding principles for the administration and control of athletics in secondary schools.

¹ The members of this Committee were, E. E. Morley, chairman; Milo E. Stuart, O. G. Sanford, J. T. Giles, and H. M. Thrasher.

2. To consider and report on the advisability of extending the policies, regulations and standards of this Association to include the field of interscholastic contests among its member schools.
3. In the event of such extension of policy, to formulate proposals covering the following phases of administration, so as to reduce overemphasis on athletics in the Association high schools.
 - a. Limiting the number of scheduled contests in each sport participated in by member schools.
 - b. Limiting participation in all athletic tournaments or withdrawing from participation in state, regional, and sectional tournaments seeking to determine championships.
4. To study such factors of administration and supervision of athletics as the regulation of coaching, financial regulation and accounting of funds, encouragement of sportsmanship and character education, eligibility of players, outside influences affecting interscholastic athletics, amateurism, proselyting, publicity, etc.

METHOD OF SECURING DATA

To obtain information upon which to base its recommendations, the committee sent out 2329 inquiry forms to all the North Central High Schools from which 1751 replies were received in time to be included in the study. Tabulations of these replies given at the end of this report reveal the following facts regarding the attitudes of member schools:

1. Regarding the advisability of extending North Central Association policies, regulations and standards to include the field of interscholastic athletics, 1278 schools favor this extension and 384 are opposed to it. Approximately three times as many schools in each enrollment class favor the proposal as oppose it.
2. On the question of limiting the number of contests in a given sport, 1182 schools favor one contest per week during the playing season. Three hundred and eighty-five schools oppose this limitation and 184 schools did not answer the question.
3. The expressions concerning athletic tournaments may be summarized as follows:
 - a. Eleven hundred and twenty-three schools favor the withdrawal of member institutions from participating in National tournaments while 522 favor them. One hundred and six schools did not vote on this question.

AN ANALYSIS OF REPLIES OF MEMBER SCHOOLS

1. More than 1500 schools report that they are attempting to administer their interscholastic athletic programs so as to contribute to the health, leisure time, citizenship and character objectives of secondary education. Other objectives named in the reports include in the order of their frequency:

Sportsmanship.....	82	School spirit.....	20
Coöperation.....	36	Loyalty.....	14
Scholarship.....	29	School morale.....	10
Leadership.....	29		

Values mentioned less than ten times were adaptability, aggressiveness, alertness, ambition, "bread and butter," community boosting, courage, courtesy, dependability, development of reflexes and skills, discipline, enjoyment, friendship, happiness, initiative, interest, keeping boys in high school, personality, physical development, pleasure, proper conduct, resourcefulness, respect, responsibility, self-confidence, self-sacrifice, service, solidarity, social life, stability, unselfishness, vocational opportunity and wholesome rivalry.

2. "All athletic competition should grow out of and form an integral part of the physical education program of the high school." Thirteen hundred and forty-six schools are attempting to observe this principle and 213 consider it invalid or impracticable.
3. "Individual athletes should not be exploited for the glory of the town, the school, or the coach."
 - 1598 schools try to observe.
 - 105 regard it impracticable.
4. "A well-balanced program of athletics should provide opportunities for participation in sports which may carry over into later life."
 - 1535 schools try to observe.
 - 119 schools regard it impracticable.
5. "Emphasis should be placed upon extending opportunities for participating in sports and games to all pupils rather than upon the intensive coaching of a few."
 - 1604 schools try to observe.
 - 88 regard it impracticable.
6. "The administration of all athletic contests in the high school

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program should be entirely controlled by the properly constituted school officials."

1658 schools try to observe.

48 schools regard it impracticable.

7. "The promotion of pupil-initiative and self-confidence among athletes is favored by transferring the responsibility for managing and directing the team during contests from the coach to the student manager or captain."

853 schools try to observe.

756 regard it impracticable.

8. "Fair play, courtesy, generosity, self-control and friendly feelings for the opposing school should not be sacrificed in the desire to win."

1661 schools try to observe.

50 regard it impracticable.

9. "Sportsmanship ideals apply equally to player and spectator, to winners and to losers."

1663 schools try to observe.

50 regard it impracticable.

10. "The school should aim to develop sufficient skill in one or more sports among all pupils to create abiding interest and provide an enjoyable form of recreation in later life."

1403 schools try to observe.

147 schools regard it impracticable.

11. "A liberal program of intramural competition in sports and games should be provided in schools sponsoring inter-scholastic teams."

1528 schools favor.

61 schools oppose.

12. "The daily coaching practice should not be so long or so strenuous as to endanger the health of contestants or to detract unduly from evening study."

1592 schools favor.

18 schools oppose.

13. "No greater proportion of school time should be devoted to promoting student support of athletics than is given to promoting dramatics, concerts, debates, or other non-athletic activities."

1327 schools favor.

249 schools oppose.

14. "Contests played at night should be scheduled on Friday or Saturday."
1420 schools favor.
158 schools oppose.
15. "No pupil should be permitted to take part in a contest in any sport without first receiving a thorough physical examination from a competent physician."
1549 schools favor.
51 schools oppose.

RECOMMENDATIONS OF THE COMMITTEE

The committee on athletics respectfully submits to the secondary commission the following proposals with the recommendation that they be incorporated into their standards, policies, and regulations for accrediting secondary schools.

1. That the North Central Association extend its policies, standards and regulations to include the field of interscholastic athletics in accrediting secondary schools.
2. That the following policies be adopted as fundamental requirements for accrediting schools in this Association:
 - a. After September 1, 1931, member schools of the North Central Association shall discontinue participation in all invitational athletic tournaments not sponsored by their state athletic associations.
 - b. No member school shall participate in any national or interstate athletic tournament or meet after September 1, 1931.
 - c. Beginning September 1, 1932, member schools shall limit the number of scheduled contests in which their teams may engage to one game or meet per week during the playing season of the sport.
 - d. After September 1, 1932, member schools shall discontinue sponsoring interscholastic athletic teams for girls.
 - e. No pupil shall be permitted to take part in a contest in any sport without first undergoing a thorough physical examination by a competent physician.
 - f. The daily period of training athletic teams shall be limited to a maximum of two hours and shall always be held after school has closed for the day.
3. That the following principles of administering interscholastic athletics in secondary schools be accepted by the Association

and recommended to its members in the organization of their programs of interscholastic competition:

- a. The program of interscholastic athletics in high schools should be so organized and administered as to contribute to the health, leisure time, citizenship and character objectives of secondary education.
- b. All athletic competition should grow out of and form an integral part of the physical education program of the high school.
- c. Individual athletes of superior ability should not be exploited for the glory of the town, the school or the coach.
- d. A well-balanced program of athletics should provide opportunities for participation in sports which may carry over into later life. Efforts should be made, therefore, to encourage such sports as tennis, golf, swimming, handball, bowling, horseshoes, archery, baseball, fencing, etc.
- e. Emphasis should be placed upon extending opportunities for participating in sports and games to all pupils rather than upon the intensive coaching of a few.
- f. The administration of all athletic contests in the high school program should be entirely controlled by properly constituted school officials.
- g. Fair play, courtesy, generosity, self-control and friendly feelings for the opposing school should not be sacrificed in the desire to win.
- h. Sportsmanship ideals apply equally to player and to spectator, to winners and to losers.
- i. The school should aim to develop sufficient skill in one or more sports among all its pupils to create an abiding interest and provide an enjoyable form of recreation in later life. To accomplish this aim, a liberal program of intra-mural sports and games should be established and maintained wherever possible.
- j. No greater proportion of school time and no more emphasis should be given to promoting student support of athletics than are given to promoting dramatics, concerts, debates and other forms of non-athletic activities.
- k. Contests played at night should be scheduled for Friday and Saturday.

The values which will result from the adoption of these policies and principles may be stated as follows:

1. Individual schools will be helped in solving their problems of outside interference.
2. Greater emphasis will be laid upon maintaining better balanced programs of extra-curricular activities by encouraging intra-mural athletics and non-athletic interests in the schools.
3. The influence of the North Central Association of Secondary Schools will thus be set definitely against the prevailing over-emphasis of interscholastic athletics and other questionable practices associated with commercialism, exploiting and proselyting athletes.

In view of the fact that all the proposals listed above in the committee's recommendations are strongly favored by the majority of member schools, the approval of the commission will merely confirm judgments which have been expressed already.

ACTION OF THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

Under the heading of "Regulations, Standards and Recommendations Governing Athletics in North Central High Schools passed by the Secondary Commission March 19, 1931," there is the following official action:

Regulation 5. Athletics.

No new school will be accredited whose program of interscholastic athletics is not in accord with the standards and regulations of the North Central Association, or is under discipline for violating any regulations of the state athletic association.

Standard 10. Athletics.

No accredited school shall participate in any national or interstate athletic meet or tournament or in any invitational athletic tournament or meet not approved by the state athletic association. Accredited schools not eligible to membership in the state athletic association are excepted.

Recommendation 6. Athletics.

- a. The program of interscholastic athletics in high schools should be so organized and administered as to contribute to the health, leisure time, citizenship and character objectives of secondary education. The aim should be to develop sufficient skill in one or more sports among all its pupils to provide an enjoyable form of recreation in later life.

- b.* All athletic competition should grow out of and form an integral part of the physical and health education program of the high school.
- c.* The administration of all athletic contests in the high school program should be entirely controlled by properly constituted school officials and teachers.
- d.* Fair play, courtesy, generosity, self-control and friendly feelings for the opposing school should not be sacrificed in the desire to win.
- e.* The Commission recommends that girls do not participate in interscholastic basket-ball games or tournaments.
- f.* The Commission further recommends that no interscholastic athletic contest played at night be scheduled on a night preceding a school day.

Capable leaders. The schools can get rid of the part-time coach, and the payment of coaches by "private arrangements," by having all teachers, including physical education teacher-coaches, employed for full time and paid by the board of education. However, such obviously necessary action does not ensure a sufficient supply of capable physical education teachers. If one considers the possibilities and the vital influence on boys and girls of physical education teacher-coaches, it is at once apparent that these teachers should have sound education and professional training as a minimum equal to that of any other teachers in the school. Many such teachers do exist. If there is a clear-cut insistent demand, others will be developed.

Tests and examinations. At present the school uses intelligence tests as one means of classifying pupils for academic instruction. Likewise, any school that really is a modern school has a careful physical examination of each pupil. Since the school exists to serve the pupil, there is need for the physical educator in dealing with the individual to take into account the results of the intelligence

tests and for the academic teacher to have in mind the results of the pupil's physical examination. At best intelligence tests and the careful physical examination show only a fraction of the real pupil. There is need for a type of test that gets more nearly at the mainspring of the thought, action, behavior, of the pupil. The tests and examinations at present are good, but they are not good enough.

The results of the complete examination should be explained to the pupil, and definite recommendations based on the examination should be set down for the pupil and his or her parents, to the end that the pupil is guided into the right branch of athletics. Such guidance requires that the school provide a differentiated program of physical activities suited to individual needs and that the school see to it that the pupil is aided in making an intelligent choice of what is offered.

Eligibility. In inter-scholastic contests of every kind it is the opinion of the writer that the school should be represented by pupils who are passing in a full program of work. Pupils in school should be properly classified. If pupils are properly classified, if real teaching exists, and the classified and taught pupil applies himself to his work, he should meet a reasonable standard set by the school. It is the responsibility of the school to see to it that the school is represented in athletics and every other inter-scholastic contest by pupils who represent intelligent classification and teaching and earnest, successful effort on the part of both the school and the pupil. This effort on the part of the school and the pupil should be a sustained effort. Success in one semester should be a requirement for participation in any inter-scholastic contest in the next semester, and this successful effort should, of course, be continued during the semester of the contest. The standard here proposed

demands real classification, teaching, and supervision of instruction in high schools.

Further, only those schools which have the same quality of scholastic achievement should meet in athletic contests. Mutual respect demands it: real sportsmanship is almost impossible without it.

Schedules and breakdowns. In an earlier section of this chapter it was emphasized that the individual should develop the power, speed, and endurance and the nerve control to work consistently on a high level of accuracy and efficiency. There is a need for stamina, for the ability to give the last full measure of energy and devotion to the specific responsibility assumed. Play the game and enjoy it, but play the game — no alibis, no yellow streaks, no quitting. Play hard, clean, fast; play to win, and win without boasting or lose without loss of self-control. "Play up! Play up! And play the game." These are some of the qualities of the real sportsman; they are his, if he is fortunate, by original nature and likewise as a result of his learning.

Unfortunately, however, there have been some coaches who have exploited young athletes. The spirit and the idealism of youth sometimes have been sacrificed because the coach did not know any better or even for some more reprehensible reason. As a result, the young athlete has been "burned out," broken down in body, and, if he is of the finest metal, to some extent in spirit. If he has the intelligence of a real sportsman, he comes to understand the mean and contemptible thing that has been done to him.

It is the business of the school to train but not overtrain the young athlete. The school is to develop and preserve the physical well-being of youth, and not to impair it by too frequent or too hard games, by too long a season or too hard trips. In the excitement of games, youth may be

eager, and an unthinking mob may demand that a victim be sacrificed, but what is a school for if not to guide and, if need be, to protect its pupils? Fortunately, there is much unfavorable criticism of long schedules, long trips, and of cumulative tournament exhaustion. It is time to act in cutting down these twenty-game schedules.

Championships. Some people and likewise some institutions seem to feel the necessity of going out and licking some one in order to get a reputation. There may be some relation between this feeling and an "inferiority complex." Out of a healthy spirit of competition between comparatively equally matched teams, this "licking idea" can grow into state and inter-state championships. At present there seems to be an increasing attempt to evaluate these state championship contests on a basis of physical well-being of players and of educational values to all concerned. The following statements of Frederick Rand Rogers¹ are worthy of serious consideration:

There are many valid reasons why state championships should not be held. Some of them are:

1. State championships lead to extreme specialization, which often harms the individual physically and socially.
2. The nervous strain of the prolonged schedule detracts from valuable school work, both of players and student body.
3. Preparation of championship teams tends to put the emphasis in loyalty upon cheering a few gladiators, rather than upon participation by every student in some activity which brings development and honor to him and his school.
4. Financial support of championship teams leads to commercialization in which social groups in the community become very much interested.
5. Adolescent boys are often placed in games and kept in games against the advice of physicians, because of the pressure on coaches and principals to win games.
6. In California, because of distances and large number of schools,

¹ Rogers, F. R. *The Future of Interscholastic Athletics*, p. 48. Bureau of Publications, Teachers College, Columbia University, New York City, 1929.

the season is prolonged to such an extent that the winning teams play as many as fourteen football games in one season. Even college coaches admit six or seven should be the maximum number.

7. The newspaper notoriety showered upon individual players and the school creates an ego in many cases which is undesirable, and causes warped social development.
8. An extreme interscholastic program definitely interferes with the natural program of the whole school.
9. Educationally it is wrong to shower most attention upon a few people and neglect the rest. If this were done in English and mathematics, we would soon hear from the parents, and justly so.

Seventeen states, as previously noted, have directors of physical education. More than two thirds of these directors are opposed to state championships in most team-game sports. The study of athletics now being made by the North Central Association has already been cited. The National Council of the National Federation of State High School Athletic Associations, representing 29 state high school athletic associations, in their 1929 convention, indicted some phases of athletics in the following terms:

Whereas, Our high-school athletics are constantly being exploited by agencies and for purposes generally devoid of any educational aims and ideals, specifically: for purposes of advertising, publicity, community, institutional, and personal prestige; financial gain; entertainment and amusement; the recruiting of athletic teams and other purposes, none of which has much in common with the objectives of high school education; and,

Whereas, This exploitation tends to promote a tremendously exaggerated program of inter-scholastic contests, detrimental to the academic objectives of the high schools through a wholly indefensible distortion of values, and, in general, subversive of any sane program of physical education; and,

Whereas, Basket-ball lends itself in a peculiar way to this sort of exploitation so that in many high schools the same players participate in two or more games per week throughout the season and

teams participate in three or more basket-ball tournaments in a season; therefore be it

Resolved, That we hereby instruct the executive committee of the National Federation to refuse to sanction any inter-state basket-ball tournaments for high-school teams.

If one did not recognize that the rule just cited was a beginning of what seems to be a sturdy, growing movement, one might be struck with the strength of the "Whereas" and the comparative mildness of the "Resolved." While all opinion is not against state championships, there seems to be an increasing agreement with the opinion of Professor Jesse Feiring Williams¹ that "state athletic championships are unsound educationally because they provide nothing as containing worth-while experience" and that they "are unsound because they are not physically wholesome."

School men, if they so desire, need not be at the mercy of regional or state championships or of invitation tournaments. Leagues can be formed, and in some cases have been formed, whereby schools of about the same size and of about the same scholastic standing have played each other in round-robin tournaments. Such a plan does not ensure a perfect situation, but it does provide for vigorous competition among schools with many abuses eliminated.

Finances and budgeting. In high schools those activities that have special gate-receipt possibilities have been rather consistently exploited. Among these activities the two outstanding ones seem to be athletics and dramatics. There is no valid objection to a reasonable charge to see a school play or a football game. The primary aim, however, of the school play or the game should not be to make money. The school is an educational institution and as

¹ Williams, J. F. "Are State Championships Educationally Sound?" *The American Physical Education Review*, p. 645. December, 1928.

such it attempts through dramatic or athletic activities to provide educative experiences for its pupils. If these or other activities earn a surplus, that is no particular reason for unfavorable criticism, but the school in the various expressions of its life does not exist to make money.

If athletics within the province of the school furnishes desirable experiences for pupils, athletics should be financed by the board of education. If athletics does not furnish desirable experience for pupils, athletics should be eliminated. It is recognized that in the experimental stage an activity may have to finance itself or be financed from without the school. Athletics is by no means new, but the assumption by the school of the responsibility of developing and guiding a constructive program for whole school participation is comparatively new. It is so new in fact that some schools as yet seemingly have not heard of it. Wide and varied as the financial abuses of athletics are — and a long list could be cited by almost any one — schools are moving in the direction of financing a school-controlled program of athletics.

Whether or not gate receipts and pupil activity tickets furnish none, or a part, or all, of the support of athletics, all finances should be handled on a budget basis. Not only athletics, but all extra-curricular activities should be on a budget basis. The money available or reasonably expected to be available should be allocated to each activity, and no activity should be allowed to spend money it does not have. While there will be a more complete discussion of financing and budgeting extra-curricular activities in the chapter devoted to that topic, the point should be stressed here that the giving of "entertainments" to finance activities is open to serious questioning. Such a procedure seems not to pay educational dividends or to be in keeping with the dignity of a free system of public education.

Commercialization. The smaller communities do not have their professional athletics, their big or minor league baseball teams and other sports, and as a result there is a centering of the sporting interests of the community on the high-school teams. Partly as a result of this situation, the high school of the community has special difficulties. Frequently misguided townsmen and the sporting fraternity seem to consider that they are doing the school a favor in offering to pay the coach's salary and in furnishing a variety of personal trophies for individual achievement. The aim in such cases probably is to furnish entertainment for the community and to "lick" the team of some rival town. The community that through its board of education permits such conditions to exist would probably be shocked if it could come to understand the extent to which it is sacrificing pupils for the sake of adult entertainment and financial profit. What the crowd wants and even is eager to pay for may be entirely hostile to any sound aims of education.

Athletics, in common with every other legitimate activity of the school, exists for the good of the individual. It is the business of the school wherever necessary to educate the community. To do this the school must develop a positive, active, and if necessary an aggressive program of physical education and health, including athletics for all. This program must be explained to individual parents, to groups of parents, to the social, business, and professional groups of the community, to the press, and through the press of the community as a whole. There are and there can be many more sane townspeople who have a real interest in the school as an educational institution and a sense of the appropriate place and function of athletics and sportsmanship in the educative process. Truth is mighty, and it will prevail ultimately if those who stand for it have

the gumption to plan constructively and have the patience, the tact, and the stamina to stand, aggressively if necessary, for what they know to be right.

Loyalty. Athletic loyalty usually means cheering while the team is winning. There is no desire here for a compensatory philosophy of defeat. Oliver Wendell Holmes seems to have understood people rather well when he said:

To brag a little — to show up well, to crow gently if in luck — to pay up, to own up, and to shut up if beaten, are the virtues of a sporting man.

Based on an understanding and a practicing of the school's ideals, there should be an intelligent and sincere school loyalty as opposed to a "loyalty" that sets victory above sportsmanship. Whole-school planning for victory should also include planning for what the school will do in case of defeat. A school that has "spirit" only when it is victorious really has no spirit at all.

The play and the players. There is a time for teaching, assignment, question, practice — much practice — and answer. Likewise, there is a time for testing and examination. All pupils would give evidence of good teaching by "passing" if the teacher could signal right answers from the side-lines. Curiously enough, the school does not set up its examinations that way. During the examinations the teachers put themselves off the field. The worth of the teaching is determined by what the pupil does. Teachers as well as athletic coaches want their pupils to win. Possibly when coaches become teachers and teach what to do as well as how to do, they will be willing to stand or fall by what they have done during their teaching periods. Many examining bodies have found it wise to shut out teachers while pupils are being examined. In athletics, when the school becomes more interested in the play and

the development of players than in just winning and nothing else, the athletic coach will be eliminated from the contest while it is in progress in the same way that the debate coach has already been eliminated. There is a need for coaches who can teach and who have at the same time nerve enough to stand or fall by what they have taught. Perhaps there are few sights more amusing than to see a coach from the side-lines signaling to his players in an attempt in the contest to supplement the omissions of his teaching during practice.

The test of the whole program of the school's athletics, intra-mural or extra-mural, is the effect, now and later, in the life of the individual. In spite of the multiplicity of difficulties and some abuses, athletics can provide wholesome, vigorous sport and help the individual to test himself. Athletics can, and in many cases does, help the individual to develop ideals of living and of sportsmanship. There are many "identical elements" of the playing field and the field of zestful, wholesome, joyous, social, everyday living. In this game of living, the self-directive player must call his own signals and be intelligently responsive to the signals of his fellow players.

Tendencies in school athletics. On the secondary school level athletics in practice, as well as in theory, is coming to be considered a fundamental part of education. Many schools, both public and private, are developing programs of physical education, including play activities. These play activities, especially in junior high schools, including games and sports suited to various stages of pupil development, are for all pupils who can profit by them. To an increasing extent these activities are of such a nature that they may be carried on by the pupils in later life. The evils and abuses resulting from over-competitive, commercialized athletics are being eliminated as a result of the fact

that schools are developing a constructive physical education program and assuming responsibility on an educational basis for the guidance of athletics. The growth of intramural athletics is an important part of this constructive program. There is a definite tendency in many schools to reduce the amount of inter-school competition in athletics for boys and a still stronger tendency to eliminate entirely such competition for girls. There are increasing attempts to develop ideals of sportsmanship and to put these ideals into practice. The widespread unfavorable criticism of athletics is directed chiefly against the abuses resulting from an over-competitive, commercialized system. It should be repeated that, in developing a constructive program of physical education including athletics, many schools are coming to assume the responsibility of administering athletics on an educational basis.

Forty-nine questions. The forty-nine questions at the end of this chapter are only a few of the questions that could be raised in respect to the purposes, organization, and methods of athletics. The fact that there are so many questions is one of the healthy signs of growth. It is only when every one is satisfied that there is occasion for despair. For one who is attempting to think through the problems of athletics, the formulation of so many questions has a real possibility of danger: one may lose sight of the main issues in the multiplicity of details. Sometimes one cannot see the forest for the trees.

A listing of some of the problems of school athletics may aid somewhat in the thinking through necessary for one to find what he believes should be done in this field and to find, likewise, how the plan he comes to have in mind can be made effective. The following list of questions is not intended to be complete, but these questions are considered important. If they aid the student of this field to formu-

late and think through the problems for himself, they will have served their purpose.

QUESTIONS

1. How shall the school instruct its pupils in the purposes and problems of athletics?
2. How shall the school arrange the situation so that athletics is a vital part of the educative process?
3. How under the pressure of numbers shall the school pay adequate attention to the needs and the initiative of the individual?
4. How shall the school secure an adequate examination of every pupil so as to help the pupil go in for the right branch or branches of athletics for him and to determine his or her fitness for athletic competition?
5. How shall the school differentiate the program of activities so as to provide for individual needs as discovered by an adequate examination?
6. How shall the school get the idea that the usual physical examination, no matter how carefully made by the trained physical educator-physician, is inadequate in that it leaves the whole behavior pattern of the pupil so largely out of consideration? What constitutes an adequate examination?
7. How shall the school equalize the playing abilities of teams so that a pupil shall compete with other pupils of like abilities?
8. How shall the school develop an actual, working program of intra-mural athletics so as to provide the most favorable opportunity for every pupil who can profit by it, to participate in team games?
9. How can the school provide for pupils to become increasingly self-directive in sharing responsibility for organizing and directing school sports?
10. How can the school provide the most favorable opportunity for a pupil to select his or her own activities and increasingly assume responsibility for his own action?
11. How can the school arrange the situation so that pupils play such games, with such skills, and with such emotional satisfactions that in later life they will continue to play rather than to rely on commercial amusements?

12. How can the school develop athletics as a part of physical education so as to eliminate entirely, or at least to reduce, commercialization of athletics and the consequent "impairment of ethical and moral standards of school boys"?
13. How can the school and the home supplement each other in attempting to aid the pupil in solving his athletic problems, including his spirit and action in respect to sportsmanship?
14. How can athletics be made an affair of the school rather than an amusement for the community subject to spectator control?
15. How can the school educate the townsman so that he has a real interest in school athletics and a sense of the appropriate place and function of athletics, of sportsmanship, and of honor in the educative process?
16. How shall the school get rid of the pressure of the misguided townsman and the "sporting fraternity" who desire to pay for coaches and equipment, personal trophies, including prizes and sweaters, for the team, and who neither see nor understand the sacrificing of pupils for the entertainment of adults?
17. How can some current practice be improved so that no school will retain a pupil a year longer than it is necessary for him to complete his work in order to have him play on a team?
18. How can all schools, especially some private schools, be got to give up the practice of proselyting?
19. How can athletics be freed from the commercialization involved in using athletics to provide material facilities for the school?
20. How can the school provide a well-balanced program for the young athlete so as to prevent his entering college "broken down and spoiled from the athletic standpoint because of over-training in school athletics"?
21. How can the school preserve or develop a pupil's sense of values in school sports so as to avoid developing undesirable attitudes toward athletics by the "unwarrantable assistance often given to athletes"?
22. How can the school provide wide participation in a variety of contests within and without the school so as to free the school athlete from the "sycophantic adulation of his fellow pupils, boys or girls"?
23. How shall the school develop standards of emotional guidance and control in athletics and how shall it make these standards effective?

24. How shall the school develop athletics as one means of creating or maintaining a satisfactory school tone?
25. How shall the school guide and supervise athletics as one means of developing sincere and intelligent school loyalty as opposed to a "loyalty" that sets victory above sportsmanship?
26. How shall the school develop and preserve physical well-being on the part of athletes and prevent its impairment by too frequent and too hard games, by too long a season and by too long and too hard trips?
27. How can there be developed in all schools a healthy attitude in respect to the pre-season training camp and to post-season games?
28. How shall the schools care for or not care for pupils injured in athletics? Shall the school pay for professional medical services in cases of injury?
29. How shall the school develop still further the recognition on the part of school boards and administrative officers that playing fields, swimming pools, and gymnasiums, important as they are, are ineffective without capable, trained leaders in physical education?
30. How shall the school find or develop these capable adult leaders?
31. How shall the school proceed so as to have all coaches regularly employed for full time and paid by the board of education and get rid of the payment of coaches by any and all "private arrangements"?
32. How shall the school provide for capable officials both for its inter-scholastic and for its intra-mural athletics?
33. How shall the school finance athletics? — by the board of education? — by gate receipts? — by pupil activity tickets? — by "entertainments"?
34. How shall the best current practice of budgeting athletics so that money available, or expected to be available, is allocated to each sport or team, be made common practice in all schools?
35. How shall the schools provide sufficient playing fields and gymnasiums for physical education on the basis of "large muscle activities" and at the same time avoid having "high schools built around basket-ball courts"?
36. How shall the school proceed in respect to personal athletic equipment? As athletics, including intra-mural athletics for all, becomes a vital part of the program of physical education,

shall the school provide equipment in the same way that it does in the laboratory sciences?

37. How shall the school determine eligibility of players? Shall it be by "conferences"? — by individual institutions? — by mutual agreement between opposing schools? To whom shall the power of determining eligibility within the school be delegated? — To the faculty? — to the school council composed of teachers and pupils? — to the coach? — to an athletic committee? On what shall eligibility be based? — On age, time spent in the school, time spent in participating in the sport, amount and character of school work done in the present semester, or in the present and the preceding semester, on place of residence, on sources of financial support? Shall a player failing in some school subject, or subjects, be "warned" two weeks in advance and declared ineligible if he does not "get up" in his work? If put on "probation," shall he remain ineligible for a week, a month, the remainder of the season, or shall he become eligible as soon as he makes up his work? Shall the same eligibility standards be in actual operation for all extra-curricular activities? How, if at all, can the quality of scholastic achievement be made comparable in two or more institutions?
38. How can the school be educated so that without becoming flabbily sentimental it can take satisfaction, not only in victory, but in a well-played game?
39. How can schools develop more inter-class and neighborhood contests among friendly rivals?
40. How can schools organize leagues within a state so that schools of about the same size and of the same working ideals compete with each other?
41. How can schools provide for well-balanced contests among schools and at the same time get rid of state championships?
42. How shall schools organize inter-scholastic contests so that after the game begins they are contests between the players?
43. How shall the schools provide for intelligent action based on a healthy public opinion in respect to "invitation tournaments"?
44. How shall the school coöperate with or help develop a state department of physical education so that there will be at least as much public recognition of physical education as of athletics? ¹

¹ Seventeen states have a department of physical education in comparison with forty-seven states that have an inter-scholastic athletic association. The Carnegie

45. How shall the school coöperate with the state inter-scholastic athletic association as it is, or modify it so as to avoid real or imaginary abuses?
46. How and in accordance with what ideals of amateur standing shall the school educate its pupils?
47. How shall the school develop sincere, courteous, practical inter-school hospitality on the part of hosts and guests when in contests there is a tendency for schools to strive to humiliate their rivals rather than to meet and understand them?
48. How shall the school determine what is an adequate program of boys' and of girls' athletics, and how shall the school provide it?
49. How shall actual faculty guidance and control of athletics be maintained or established?

CHAPTER XVII

EXTRA-CURRICULAR FINANCES

An educational opportunity. Instead of being annoyed by the difficulties of extra-curricular finances in high schools, principals and teachers should welcome the opportunities these difficulties present for the education of both teachers and pupils. It is the business of the school to organize these extra-curricular finances so that they may furnish favorable opportunities for the members of the school to practice with satisfaction now the earning, safe-keeping, and wise spending of money. All members of the school are of necessity concerned with extra-curricular finances, but the leadership in directing these finances can, and should be, a part of, and grow out of, the department of business education in the school. Departments of business education have been constantly wanting actual business opportunities for practice. Here they are: budgets to make, accounts to keep, banks to establish and operate, money to earn always and sometimes a surplus to invest, audits to make and financial statements, tickets to print and to sell, change to make and gate receipts that must check up, secretarial service that can be supplied. Here is waiting a real laboratory of business experience. Some pupils wisely guided can learn real business by assuming definite responsibilities and putting their training to the test. The members of the whole school, by their personal interests in the financial problems of one or more activities, can get some actual training, and in all cases they have an opportunity to appreciate ideals of business procedure in operation. Fortunately, an increasing number of schools

are welcoming eagerly these opportunities for the school citizen to live intelligently financially here and now.

Sources of grief. The earning, safe-keeping, and wise spending of money is for many people a source of irritation. This private grief is carried over into public affairs, with the result that many discussions of extra-curricular finances in times not wholly gone by have been a chorus of lamentations. The causes of these jeremiads are recounted in the opening paragraphs of a majority of the articles listed in the bibliography at the end of this book. Perhaps some glutton for grief will make a list of these causes. Such a list would furnish occasion for deep humiliation of all adult school leaders. Schools somehow in just muddling through have been slow in developing a constructive policy for guiding extra-curricular finances. Perhaps two examples are sufficient to illustrate this point. The first true and painful tale is quoted from Starr:

Scene: Office of the principal's secretary.

Dramatis personæ: principal's secretary and basketball manager.

Manager: "Here's \$2.50 from the basket-ball game last night."

Secretary: "\$2.50! Is that all we took in? I thought we had a pretty good crowd out."

Manager: "Well, this is all that's left of what was taken in. I had to pay a lot of bills to different people. There's always a lot of expense you know."

Secretary: "Yes; I know."

The secretary took the \$2.50, placed it in an envelope on which she scribbled some notation, and carried it to the safe. The boy on leaving called back from the door: "There will be a bill for some advertising yet." It was not until after school the day following the game that this enterprising manager could find time to deposit the money. He submitted no statement of what the bills were that he had paid or what the total income from the game was.

The second example is reported by a teacher in writing an account of a self-survey in the high school of which she was a faculty member:

On investigating the financial methods employed by various activities, it was found that a few of them did not possess a treasurer's book. Several books did not balance. Only a few of the treasurers banked their funds, and these seldom called for their monthly statements. One treasurer kept his money in a baking-powder can. None of the treasurers could state even approximately the resources of the activity which he represented.

Who was primarily to blame, the \$2.50 manager or the school? Why did all these treasurers keep such poor records? Ask the principal: he knows.

Crime. The school that provides a favorable situation for loose practices in handling money is little short of criminal. The crime is not so much that some pupils, teachers, or board members have an easy chance to be dishonest. It is rather that, as a result of the school's muddling along, pupils come to think that public business should be handled in that way. The absence of a constructive policy wastes the school's and the pupils' time in a multitude of "drives." Cafeterias and "Sweet Shoppes" run for profit can ruin the pupil's digestion, while "tag days" exhaust his temper, and fairs, circuses, carnivals, and bazaars appropriate his purse and too frequently leave him nothing but trash. The pupil going from house to house trying to sell school tickets is at once a hold-up man and a beggar. The practice of sending the pupil to sell advertising that he knows to be worthless is education in deceit. None of these failures is the main difficulty. The school has a situation wherein it can guide so that teachers and pupils working together can develop and put into practice a constructive policy for handling extra-curricular finances both in and out of the curriculum. To fail to use the opportunity for real practice in living is the crime.

Signs of progress. In spite of the fact that, as Starr

remarks, "the extra-curricular program offers some exceptional opportunities for business training which are as yet infrequently utilized," there are definite signs that progress is being made both in theory and in practice. As early as 1911, Stamper was pointing out the dangers of permitting pupil organizations to go unsupervised in the handling of their finances and presented a plan of auditing accounts with instructions and forms to be used. Bacon in 1922 and Meredith in 1923 showed how closely business education and the handling of extra-curricular finances could work together. Moehlman in 1921 presented a detailed account of a plan by which Detroit had handled for three years internal accounts of intermediate and senior high schools in accordance with the regulations of the board of education. In 1925, the board of education of Los Angeles in Bulletin 140 set forth a plan of conducting all student-body finances, wherein "No individual shall obligate the student body in any way without first having obtained the proper written authority from the student body board of finance." Surveys have contributed some definite knowledge of current practice and in some cases have pointed the way to constructive educational procedures. Among these surveys are Belting's study in 1923 of 258 Illinois high schools; McKown's study, made for the National Society for the Study of Education in 1926, of nearly 400 high schools; Starr's study in 1927 of 243 California high schools; Bullock's study of 35 high schools; Duckworth's study in 1926 of city and exempted village senior and junior high schools of Ohio. The studies of individual schools have been helpful; for example, Prunty's report on the Central High School of Tulsa in 1922 and Green's report on the same school in 1930 and Jones's study of the senior high school of Lincoln, Nebraska, in 1925. Many high school handbooks have definite information concern-

ing the handling of extra-curricular finances in the high schools they represent. Among the few noted in the bibliography the account given in *The Life of Manual Arts*, Manual Arts High School, Los Angeles, is of special interest.

In getting away from the loose methods, or no methods, that have prevailed in some schools, there is a tendency on the part of some students of these problems involved in extra-curricular finances to stress complete centralized efficiency to the extent that the educational values inherent in these problems are comparatively lost sight of. Not all writers see as clearly as do Meredith, Bacon, Starr, and Cox that, while efficiency is necessary, the education of the pupil is of first importance. Cox¹ stresses a point, often omitted, in this fashion:

Some individual or committee must be a resourceful agency on ways and means — and the pupils should be permitted the opportunity to exercise their ingenuity in this matter. Here is the opportunity for the student council or for an athletic council to wrestle with a difficulty that is similar to social complications to be met in the family, in business, in government, in clubs and societies throughout active life. Captain, manager, and coach are agreed on the needs of the team for equipment, and maintenance, money for it all is not available — here is a common obstacle that calls for reflective thinking to be followed by an active program. There is a temptation always for principal or other officers to take charge at this point, to decide what money may be allotted and how it shall be raised. But this treatment of the problem robs the pupils of the opportunity to deal with a practical situation that may under faculty guidance provide a sound legislative and executive experience for the pupils involved.

Experience in dealing with social problems is just as essential, if one is to learn to deal adequately with them, as experience in pitching baseball is necessary if one is to learn to "control the ball." The preparation of a budget and the raising of money to carry it through is a sufficiently general and desirable life experience to

¹ Cox, P. W. L. *Creative School Control*, pp. 125-26. J. B. Lippincott Company. Used by permission.

warrant the school in providing whatever genuine experiences of this sort are feasible.

Starr's study of 243 high schools. As yet some of the best fact-finding studies, Starr's, for example, are unpublished. By permission of Mr. Starr,¹ his questionnaire and the bare tabulation of responses are set down here as one aid to the student of extra-curricular finances in getting a view of 243 California high schools:

Our enrollment is

Underscore the answer that fits your situation.

1. Do you have a student body treasurer? Yes 243 No 0
2. Is this person a student or faculty member? Student 169 Faculty 64
Employed Finance Secretary 4
School Secretary 5
3. If a student, do you have a faculty supervisor? Yes 170 No 5
4. Does the student body treasurer have the custody of the funds of all student activities and organizations? Yes 132 No 111
5. Does each organization have its own treasurer? Yes 192 No 39
6. Do organization treasurers bank with the student body treasurer? Yes 132 No 111
7. Are there organizations which keep their bank accounts independent of the student body treasurer? Yes 111 No 132
Please check any such

a. Athletic Association	25	f. Class Organizations	80
b. Block Letter Club	15	g. Girls' Club	64
c. Boys' Club	19	h. Literary societies	5
d. Debate Club	13	i.	
e. Dramatic Club	29	j. Miscellaneous	45
8. Does the treasurer of each organization list with the principal a financial statement at stated periods? Yes 176 No 59
9. Are these periods monthly? 59 Semi-annually? 49 Annually? 49 When called for? 9 Known at all times? 14.
10. Is each organization required to keep an accurate account record of its expenditures so that the principal may have a full knowledge of the activities of the organization if he require it? Yes 201 No 19

¹ Starr, A. G. *A Study of the Methods of Handling Student Finances in the Public Secondary Schools of California*. Unpublished Master's Thesis, Leland Stanford Junior University, 1927, pp. 85-88.

11. Must each organization expenditure be approved by the faculty adviser? Yes 220 No 15
12. Must all checks drawn against the Student Body account be initialed by the principal or a person designated by him? Yes 220 No 36
13. Is consent of a designated student committee required for each expenditure? Yes 139 No 75
14. Is consent of such a committee required for expenditures over a certain amount? Yes 99 No 63
What is the amount?
15. Is a properly signed requisition necessary before merchandise or other bills can be contracted against the funds of the student body or any student organization? Yes 162 No 81
16. If answer to 15 is yes, is the rule strictly observed? Yes 93 No 69
Are faculty members or students the worse violators?
17. Who audits the accounts of the student body and other organizations?
- | | | | |
|----------------------|----|-----------------|----|
| a. Student committee | 14 | d. School clerk | 4 |
| b. Faculty committee | 19 | e. C.P.A. | 35 |
| c. Principal | 55 | f. No audits | 75 |
18. Does the general student fund subsidize activities or organizations which are not self-supporting? Yes 195 No 42
19. Are such activities or organizations budgeted? Yes 129 No 112
20. Check any of the following who assist in making out the budget:
- | | |
|---------------------------|----------------------------|
| a. Student Body President | g. Organization Presidents |
| b. Student Body Treasurer | h. Girls' Adviser |
| c. Student Managers | i. Student Council |
| d. Football Coach | j. Principal |
| e. Faculty Advisers | k. |
| f. Class Presidents | l. |
21. Is the budget approved by the principal? Yes 110 No 19
22. Is each activity held strictly to the amount allotted to it by the budget? Yes 78 No 51
23. Check those which have a tendency to run over:
- | | | | |
|------------------------|----|----------------|----|
| a. Debate | 14 | f. Basket-ball | 34 |
| b. Declamation | 6 | g. Baseball | 56 |
| c. Dramatics | 13 | h. Track | 44 |
| d. Musical productions | 10 | i. Annual | 15 |
| e. Football | 52 | j. | |
24. Are activities or organizations which are self-supporting prohibited from spending over a certain amount for parties, dances, etc.? Yes 100 No 87

25. What are the amounts allowed for:
- | | |
|------------|------------------------|
| a. Dances | d. Musical productions |
| b. Parties | e. |
| c. Plays | f. |
26. Do organizations which put on entertainments or dances for the purpose of making money have to give a certain per cent of their earnings to the general student fund? Yes 79 No 125
27. What is the per cent?
28. Who takes charge of the sale of tickets for games, entertainments, or other functions?
- | | |
|----------------------|-------------------|
| a. Student manager | d. Faculty member |
| b. Student treasurer | e. Principal |
| c. Selected students | f. |
29. Are ticket sellers the same for all occasions? Yes 72 No 171
30. Are they accustomed to making change in rush situations? Yes 154 No 60
31. Do you have students canvass the community to sell tickets? Yes 150 No 88
32. Do you have a definite system of checking on gate receipts to see if the cash taken in corresponds with the number of tickets sold? Yes 188 No 47
33. Must all gate receipts first pass into the hands of the student body treasurer before any expenses charged against the activity can be paid? Yes 185 No 45
34. Are officials for football games, etc., paid
- | | | |
|---------------------------|---------|----|
| a. by student body check? | Yes 170 | No |
| b. by cash? | Yes 51 | No |
35. Do you have a student body card or ticket? Yes 164 No 73
36. What is the cost of this card or ticket to the student? 50¢ to \$7.50
37. Check the activities to which the card entitles the holder:
- | | |
|----------------------|----------------------------|
| a. Athletic contests | e. School dances |
| b. Debates | f. School paper |
| c. Plays | g. Vote in student affairs |
| d. Musical programs | h. |
38. Do you allow for the expenses of faculty members or students making trips on student body business? Yes 176 No 51
39. In case of an accident to an athlete, who stands the expense?
- | | | |
|-----------------------------|-----|---------|
| a. The athlete | 133 | e. |
| b. The athletic association | | f. |
| c. The student body | 89 | g. |
| d. The school district | 23 | |
40. Do you have an understanding with a local physician? Yes 110 No 103

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41. Is his service
a. free? 41 *d.* half price? 23
b. for cost of materials? 27 *e.* contracted by year?
c. third price? 5 *f.*
 42. Do you have an accident fund? Yes 30 No 197
 43. How is it financed?
a. Special play or program 13 *c.* By a dance or dances
b. Public contributions 4 *d.*
 44. Do students ever solicit from the community for any purpose?
 Yes 75 No 155
 45. Describe briefly the system of bookkeeping used by the student
 body treasurer. Use other side of this sheet if necessary.

If the study of Starr's data has been as helpful as the present writer believes it can be, the student of extra-curricular finances probably has more unanswered questions now than before studying this material. Growing pains are healthy, yet it is a misfortune that Starr's study is not in print: all students could profit by studying his analysis and recommendations.

Belting's study. In 1923, Belting reported a questionnaire study of the financial organization of 258 high schools in Illinois. This study is of special interest at this point for the additional data it presents and for comparison with Starr's study. Among other questions Belting asked the following seven:

24. Do you have a high-school treasurer who has charge of class and organization funds?
25. Are treasurer's accounts audited by an accountant appointed by the board of education?
26. Are finances controlled by principal or faculty?
- 26b. Are finances controlled by student treasurer?
27. Are purchases from merchants permitted by pupils without an order from principal or teacher?
28. Are regular financial reports made to the principal?
29. Are pupils granted credit toward graduation for extra-curricular activities?

The tabulation of the replies to these seven questions made possible the following table:

FINANCIAL ORGANIZATION IN 258 ILLINOIS HIGH SCHOOLS

	QUES- TION No. 24		QUES- TION No. 25		QUES- TION No. 26		QUES- TION No. 26b		QUES- TION No. 27		QUES- TION No. 28		QUES- TION No. 29	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Large.....	34	15	22	17	27	0	5	0	6	43	40	8	32	27
Medium.....	31	24	19	25	51	0	1	0	12	46	38	19	25	30
Small.....	18	6	11	12	19	0	9	0	5	27	19	10	8	24
Unit.....	34	20	21	21	24	0	4	0	8	46	37	15	25	27
Township.....	33	17	20	20	46	0	8	0	8	46	45	9	19	35
Community....	16	10	11	13	27	0	3	0	5	26	19	9	11	19
	166	92	104	108	194	0	30	0	44	234	198	70	120	162
Per cent.....	64	36	49	51	100	0	100	0	16	84	74	26	40	60

In Starr's study of 243 California high schools, all of the schools had a treasurer, while in Belting's study of 258 Illinois high schools, 92 schools did not have such an officer. In Starr's study, 127 schools had accounts audited, while 75 did not. The comparable figures in Belting's study are 104 and 108. In Starr's study, 220 schools say all checks drawn against the student-body account must be initialed by the principal or a person designated by him, while 36 schools do not require such action. In Belting's study, all the schools that replied on this question, 194, say that all finances are controlled by the principal or faculty. There is a wide difference in the data of the two studies in respect to requisitions and purchasing. In reply to Starr's question — "Is a properly signed requisition necessary before merchandise or other bills can be contracted against the funds of the student body or any student organization?" — 162 replied "Yes," and 81 schools, "No." Belting's replies to essentially the same question are, "Yes" 44, "No" 234. There is more agreement, however, in the matter of the treasurer's making financial reports to the principal. Starr finds financial reports are made to the principal by 176 schools, while 59 schools do not make such reports: their

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corresponding figures from Belting's report are 198 and 70. While a particular improvement usually begins in a single school, whole groups of schools in a county, city, or state may go forward or be laggards together. The deciding factor is education on the specific issue plus leadership.

Volume of business. In this chapter, while the necessity of honest, efficient handling of extra-curricular finances is constantly kept in mind, emphasis is placed on the favorable opportunity that the handling of these finances afford for the actual education of pupils and teachers. The volume of business handled has, of course, something to do with these opportunities. Bullock, in his study of 35 schools, has some helpful data on this point which he presents in a table showing "cash receipts."

**CASH RECEIPTS OF 35 HIGH SCHOOL STUDENT
BODY ORGANIZATIONS**

	TYPE OF SCHOOL	ANNUAL CASH RECEIPTS	AVERAGE DAILY ATTEND- ANCE		TYPE OF SCHOOL	ANNUAL CASH RECEIPTS	AVERAGE DAILY ATTEND- ANCE
1	JS	\$3,922.16	380	19	J	\$30,289.16	1,604
2	JS	4,000.00	367	20	J	34,307.00	1,215
3	JS	5,128.70	505	21	J	37,000.00	1,502
4	JS	6,000.00	222	22	S	37,473.22	1,563
5	JS	7,448.31	294	23	J	37,925.92	1,750
6	JS	10,000.00	615	24	JS	38,120.12	2,002
7	JS	12,000.00	803	25	J	42,179.94	1,310
8	J	13,060.43	773	26	J	42,987.81	1,529
9	J	13,682.83	762	27	JS	44,825.00	1,559
10	JS	14,000.00	792	28	S	45,829.51	2,016
11	J	15,318.67	800	29	J	57,000.00	1,784
12	JS	15,884.13	569	30	S	65,850.00	1,741
13	JS	21,359.40	717	31	S	65,984.28	2,035
14	J	21,559.62	907	32	S	103,960.57	2,184
15	JS	23,140.00	890	33	S	122,366.86	3,010
16	J	25,974.56	1,426	34	S	125,000.00	2,506
17	JS	27,533.29	1,200	35	S	144,693.37	2,788
18	J	28,254.26	988				
				Totals		\$1,344,059.12	45,108

Total enrollment (average daily attendance).....45,108
 Total cash receipts.....\$1,344,059.12
 Average cash receipts per pupil.....\$29.80

Bullock, in discussing these data, points out that: "The

figures embrace all money deposited with the student-body treasurer including lunch-room receipts and those deposits that are returnable to the students, such as deposits on locker keys, deposits on R.O.T.C. uniforms, and laboratory breakage deposits. These latter cannot, of course, be regarded as pupil-cost of extra-curricular activities. The purpose in presenting these figures is to show that large sums are handled and that it is therefore important to employ businesslike methods." The inclusion of "lunch-room receipts" in Bullock's figures makes the total cash receipts too large to be representative of the majority of schools. Whether sums are large or small, sound business methods can and should be used in a way educative to pupils. In the smallest schools there are ample funds for efficient practice.

Financial resources. The board of education bears a larger percentage of the cost of extra-curricular activities than is frequently recognized. The board provides sponsors and coaches, gymnasiums, playing fields, places of meeting, light, heat, and service, and supervision general and specific.

There is an increasing tendency for the board to bear a larger percentage of the cost. Activities, such as the school newspaper, dramatics, music activities — bands, orchestras, glee clubs, choruses — are coming into the curriculum. Athletics in some schools is taking its rightful place as a part of the physical education program. As a result of this trend the board of education is providing more teaching and more equipment. This action on the part of school boards is a justifiable procedure. If activities, whether curricular or extra-curricular, produce worthy educational achievements, they should be supported. If the ends attained are not worthy from an educational point of view, the activities should be improved or eliminated.

The point made by Cox, as cited earlier in this chapter, should be kept in mind. The pupil should have an opportunity for education through his own effort, aided and guided, of course, but not to the extent that the pupil becomes passive.

The activity ticket. Schools have often produced funds for extra-curricular activities by some kind of pupil-ticket that admits the pupil to various performances. Private schools especially have used a flat activities fee paid along with regular tuition. Some public schools have used this per capita tax plan. Other schools have used a weekly tax of five cents or more. The most common plan, however, is the buying by the pupil of an "activity ticket." Frequently this ticket may be paid for on the installment plan. When preceded by an educational campaign, the activity ticket plan usually works well. When the principal, Mr. William L. Moore, inaugurated the activities-ticket plan in the Longwood Commerce High School in Cleveland, there were 1183 pupils and a faculty and office force of 53. By the end of the second month after the plan was started in the school, the 1236 pupils, faculty, and office force had bought 1211 activity tickets.

An account of the way an activity ticket works out in a particular situation might be helpful. Fortunately, Mr. Ward H. Green, vice-principal of Central High School, Tulsa, has such an account in the *Junior-Senior High School Clearing House* for January, 1930. Here is a part of his story:

The activities-budget plan is now in its third successful year in Central High School at Tulsa, Oklahoma. In launching the enterprise, an extensive campaign was necessary in the spring of 1927. The campaign was reopened with all forces at work in September, and was completed with fair success. The second year was more successful with less effort. In September of the current year, with-

out a campaign 2500 students out of an enrollment of 3174 were subscribers to the budget.

A copy of the activities-budget subscription contract follows.

CENTRAL HIGH SCHOOL

ACTIVITIES BUDGET 1929-1930

Pass No.

Subscription Contract

- I. On or before the first day of December, 1929, I promise to pay to the order of the Activities Budget fund in the Tulsa Juvenile Thrift Bank the sum of four dollars.
- II. In consideration of this amount paid, the Central High-School Administration in charge of Activities, the Budget Committee, and the Principal, grant to the undersigned the following named benefits and privileges during the school year 1929-1930:

1. Subscription to <i>Tulsa School Life</i> , one year	\$0.35
2. One admission ticket to all boys or girls athletic events held under the auspices of Tulsa High School	1.00
3. One reserved seat ticket to each dramatics department play, music-department production, opera, <i>High School Daze</i> , or other all-school production; free admission to all dramatic reading, oration, and debate contests, and to all lectures and other entertainments provided by the Activities Fund	1.00
4. One reserved seat ticket to each of four class plays (one sophomore, two junior, and the first semester senior play)65
5. One copy of the <i>Tom Tom</i>	1.00
Total	<u>\$4.00</u>

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22
 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41
 42 43 44 45 46 47 48 49 50

- III. When stamped "Paid" by the Tulsa Juvenile Thrift Bank this contract becomes a receipt for the amount paid, and entitles the subscriber to an Activities-Budget pass.
- IV. An Activities-Budget pass may be presented at the bank or to the ticket sellers at the door for a reserved seat ticket.
- V. Students promoted from the junior high schools at the mid-

year and all others entering at the midyear may subscribe for \$2.00.

- VI. In consideration of the above named benefits and privileges, the undersigned subscriber agrees to conduct himself at the public functions he attends in such a manner as to reflect credit upon the name of Tulsa High School, and thus to ensure comfort, enjoyment, and appreciation of the occasion to all who may attend. Failing in this, the undersigned will expect to forfeit all privileges herein named.

DATE..... CLASS OF..... SIGNED.....

1. Fifty cents paid.....
2. Fifty cents paid.....Home Room Number.....
3. Fifty cents paid.....
4. Fifty cents paid.....Seventh Period Room Number....
5. Fifty cents paid.....1. Paid \$1.00.....
6. Fifty cents paid.....2. Paid \$1.00.....
7. Fifty cents paid.....3. Paid \$1.00.....
8. Fifty cents paid.....4. Paid \$1.00.....

N.B. — A subscriber not paying in full is expected to pay one dollar down by September 13 and one dollar on the first of October, November, and December, 1929. If a subscriber cannot do this, he may pay fifty cents at the bank each time he applies for a ticket until he has paid four dollars.

A study of this contract at once reveals to the thoughtful reader that the budgeting of activities comprehends the budgeting of time and money and centralizes the keeping of school accounts.

Consider the budgeting of time. Time is, from all points of view, the most important item in arranging the program of extra-curricular activities. Before the advent of the activities budget in Central High School, Tulsa, fifteen distinct and intensive campaigns were necessarily conducted with indifferent success to make possible the existence of the *Tulsa School Life*, the foot ball schedule, the basket-ball schedule, the music-department minstrel show, the music-department opera, six dramatics-department plays, the annual all-school production known as *High School Daze*, four class plays, and the publication of the school annual, the *Tom Tom*. Each of these campaigns occupied from two to three weeks of intensive work. In the major campaigns a longer time was necessary. Furthermore, several campaigns necessarily had to be in progress at the same time. Contrast in effect the conservation of time which the activities budget brings about. In one brief, quiet campaign in the home-room, the major and minor extra-curricular activities are sold to the student body for the year.

Quite as important as the time-saving element for the school, is the time-budgeting element for the individual student. With the schedule of football games, dramatic productions, music productions, basket-ball games, swimming meets, and track meets before him for the year, each student knows in advance just where he is going to be each Friday evening or Saturday afternoon or Saturday night. His school activities are necessarily foremost in his mind. He has something definite to look forward to each week; for that reason he is more settled and habituated to a routine....

It is not logical to lose sight of the fact that school loyalty followed rather than preceded this participation in school life. Twenty-five hundred students were moved to the support of school enterprises not from a sense of loyalty but because they were offered a great deal for their money. Before the days of the budget, participation in only the major activities would have cost a student twelve dollars and fifty cents, as a brief glance at the following statement reveals.

<i>Tulsa School Life</i> at 25c a semester	\$0.50
Five football games at 50c each	2.50
One basket-ball season ticket	1.00
Ten school plays at 50c each	5.00
One school annual <i>Tom Tom</i>	2.50
Two music-department productions	1.00
Total	<u>\$12.50</u>

Obviously, school loyalty, high-pressure salesmanship, and ready money were prerequisites for the success of such a program. It failed. The budget plan offered to the student these events and all others mentioned in the contract for a total of \$4. School loyalty was not a necessary factor in the outlay. The offering was a financial bargain. It succeeded. The administration offered generous value for a sum within student means. This value was quickly purchased. The students liked what they got and school loyalty followed. Question item four on the contract. An analysis shows that the senior class is called upon to give a play in return for one fourth of sixty-five cents for each activities-budget subscriber. Even with twenty-five hundred budget subscribers, this gives a return of but \$406.25. In October, 1926, under the old plan, the gross income from the senior-class play of *Captain Applejack* was \$614.25. Inevitably there was grumbling over the prospect, but what happened? As the budget plan developed, it became advis-

able to care for the large audiences at the regular Friday and Saturday night presentations of a play by giving a Thursday night performance for patrons only at the usual admission price of fifty cents for non-budget subscribers. In October, 1929, the gross cash income from patron cash sales alone for the senior class play, *If I Were King*, was \$1028.50. Add to this the budget allowance of \$406.25. The total is \$1434.75. The figures are startling, but true.

Pursuing this analysis of the contract, but with only the manner of budgeting the funds in view, one observes that for every four-dollar subscription the *Tulsa School Life* receives 35 cents, all athletic interests \$1, platform entertainment interests \$1, the sophomore class 12¼ cents, the junior class 25½ cents, the senior class 12¼ cents, and the *Tom Tom* publication \$1. If this distribution of the funds needs any defense, it may be sufficient to say that every interest served is thoroughly satisfied with it. Obviously, another school might find a different distribution more desirable. The distribution that works is the one to adopt.

The individual student may have his own opinion about budgeting his four-dollar contribution. One student may consider that the football games are worth \$4; another may consider the *Tom Tom* worth what he pays; but the student who looks over the whole range of offerings figures that each of the fifty events costs him just eight cents, and is worth the money! There are really more than fifty events, for without including the four or five general assembly lectures, the oration contests, the dramatic readings, and including only five of the baseball games and track meets, the remaining events total fifty, as here given.

ACTIVITIES-BUDGET SCHEDULE

1929-1930

Issued May 14, 1929

NO. OF EVENT	NAME OF EVENT	DATE OF EVENT
1	<i>Tulsa School Life</i>	1929
2	<i>In the Next Room</i> (dramatics)	September 20, 21
3	Sapulpa at Tulsa (football)	September 28
4	<i>If I were King</i> (junior-class play) . . .	October 4, 5
5	The Admirable Crichton (dramatics) . . .	October 18, 19
6	Little Rock at Tulsa (football)	October 19

NO. OF EVENT	NAME OF EVENT	DATE OF EVENT
7	Dallas at Tulsa (football).....	October 26
8	Enid at Tulsa (football).....	November 2
9	The Dummy (senior-class play)....	November 8, 9
10	Prunella (sophomore-class play)....	November 22, 23
11	Muskogee at Tulsa (football).....	November 28
12	Vera at Tulsa (basket-ball).....	December 3
13	Music department (minstrel).....	December 6, 7
14	Muskogee at Tulsa (basket-ball)....	December 7
15	Claremore (basket-ball).....	December 10
16	Skiatook (basket-ball).....	December 17
17	Sapulpa (basket-ball).....	January 3, 1930
18	Alumni (swimming).....	January 4
19	Sperry (basket-ball).....	January 7
20	Bartlesville (basket-ball).....	January 10
21	Drumright (basket-ball).....	January 14
22	Dramatics-department play.....	January 17, 18
23	Sandsprings (basket-ball).....	January 21
24	Dallas (basket-ball).....	January 24
25	Yale (wrestling).....	January 25
26	Muskogee (swimming).....	January 25
27	Haskell (basket-ball).....	January 28
28	Dramatics-department play.....	January 21, February 1
29	Stillwater (wrestling).....	February 1
30	Glenpool (basket-ball).....	February 4
31	Bartlesville (swimming).....	February 7
32	Turley (basket-ball).....	February 11
33	Junior-class play.....	February 14, 15
34	Osage (basket-ball).....	February 18
35	Ponca City (basket-ball).....	February 21
36	Wichita (basket-ball).....	February 22
37	Wichita (swimming).....	February 22
38	Broken Arrow (basket-ball).....	February 28
39	Dramatics-department play.....	February 1, March 1
40	Jenks (basket-ball).....	March 4
41	Owasso (basket-ball).....	March 11
42	Music department (opera).....	March 14, 15
43	<i>High School Daze</i>	April 4, 5
44	Girls physical-education pageant....	April 25, 26 or May 2, 3
45	<i>Tom Tom</i> (1930).....	May 15
46-50	Baseball and track events.....	

A study of this activities-ticket plan as presented by Mr. Green can make clear, not only the economy in time

and in money, but the value of the constructive long-term planning involved in the development of this whole school plan.

Gate receipts. As pointed out by Green in discussing the activities ticket, there are additional sources of income. The activities ticket may admit pupils to athletic games, dramatic performances, and provide the holder with copies of the school newspaper, but the general public buys single admission tickets. The athletic gate receipts and admission to dramatic and other performances still furnish a large part of the resources of extra-curricular finances. Athletics, dramatics, and concerts or operas exist as means of pupil education and likewise as a means of recreation to active participants or observers. These activities have no legitimate existence if the primary aim is making money. However, if education especially of the direct participants is the dominating aim, there seems to be no reasonable objection to a charge for attending the performance if the performance is worth the charge. The school newspaper can honestly carry selected advertising if this "class advertising" helps the merchant sell his goods. Whether it is the "Five Cent Concerts" with the thousands in attendance at the Denfield High School in Duluth, Flotow's *Martha*, at the Lake View High School in Chicago, given for three performances to packed houses, or the final football classic played in the local Rose Bowl, there are very real reasons why those who wish to attend should pay for the privilege. More people should play and consequently leave fewer people to be spectators. Out of the grandstand and into the game, is a real idea. However, educationally there is still a need for pupil performance in an audience situation. Pupils need the incentive of making their performance so good that people will want to see it, not simply as a friendly gesture to the pupils or to the school,

but because the performance itself is worth while — and worth the price of admission. To make all performances as free as a boat-race may be a good idea, but boat-races have a way of being in such inconvenient places that it costs more to attend them than it does to be present at a football game.

Extra-curricular finances and business education. Business educators desire for their pupils the opportunity to buy and sell real things involving real money, to keep real accounts in books or banks, and to write real letters to real people. The school's extra-curricular finances furnish an opportunity. The account of the "Student-Body Financial System," presented in *The Life of Manual Arts High School*, Los Angeles, gives a clear cross-section of the relation of extra-curricular finances and business education:

The finances of the Student Body of Manual Arts High School are taken care of under the direction of a Board of Finance.

The Board of Finance is made up of the representative of the principal of the school, a teacher, the president of the student body organization, the general manager of the student body organization, a representative of the program committee, and a representative of the committee of inter-school relations. The treasurer is appointed by the principal, is a teacher and under \$10,000 bond.

The representative of the principal is called the financial adviser, who has general supervision of the financial affairs of the student body organization. This officer is under bond. No money is expended without his approval.

Records of all moneys received and paid out are kept by the student body office force, which is made up of the advanced students in the Commerical Department. The force consists of a chief accountant, assistant chief accountant, chief cashier, four cashiers, two ledger clerks, two cash book clerks, two journal clerks, and two auditors. All money is handled and all records kept by the students under supervision.

The daily sources of income in the school are the cafeteria, the candy counter, and the student body store. Other sources are the

shops, athletic events, operas, plays, entertainments, weekly and semiannual publications, collections of all kinds, etc.

The cafeteria student force consists of a manager, assistant manager, and eight cashiers, four money counters and two clerks. This force takes care of the finances of the cafeteria.

The candy counter force consists of manager and four salesmen.

In the shops a cost accounting system is maintained of all work done and this is carried on by the members of the commercial course. Five boys do this work.

The student body store is an institution which furnishes the stationery supplies of the students. The force is made up of a manager and seven salesmen.

The advertising for the weekly and artisan publication is solicited by the respective advertising managers and collections are made by them.

The student body manager and his ticket sellers carry on the sales of tickets for entertainments and events in connection with the financial office.

The office practice classes take care of all typewriting, mimeographing, filing, and secretarial work of the school. All the administrative officers and practically all the heads of departments have secretaries who report to them for two periods each school day.

The average daily receipts range from \$300 to \$400. As much as \$3000 to \$4000 has been taken in in a single day. The total receipts for a year range from \$110,000 to \$125,000.

It is frequently more helpful in understanding an idea or plan, if one can see it *in development* rather than in a full-grown cross-section. Francis L. Bacon, in the *School Review*, has told, step by step, the development of the working relations of extra-curricular finances and business education in the high school of Meriden, Connecticut. The flavor of the account is lost in the summary, but some main ideas can be pointed out.

The plan started with a conception of the necessity of handling extra-curricular finances in a businesslike way and with a recognition that the department of business education could serve and be served by the situation that

existed in respect to extra-curricular finances. There were two basic difficulties: to develop principles and appreciations of business relations in the management of extra-curricular activities and to set up a workable plan that was satisfying and appealing to various existing organizations and to the department of business education.

The plan began with the School Store. In the store members of the fourth-year class in business, together with some third-year pupils, gained experience, and the school came to realize some of the advantages and possibilities of pupil activity in business management. A student council already existed, and it was from the council that there emerged a plan for a single all-inclusive general financial association of which all activities would become units or affiliated parts. The council set up a board of financial control made up of faculty supervisors and pupil representatives. All financial activities of the pupil body were centralized in this financial board of control. There was a central treasury for every organization of the school and a general treasurer responsible for all money deposited in this central treasury. A school bank was organized for receiving, holding, and paying out, on properly signed requisitions, all money. Advanced pupils in business education under educative supervision served as clerks, cashiers, and bookkeepers.

A ticket department was a part of the plan. A general ticket manager had a desk in the Central Activities Office. This office conducted the distribution, sale, and check-up of all tickets. The ticket manager was only one of the officers who had a desk in the Central Activities Office. A large room was necessary with flat-topped desks and cages with windows for banking, ticket office, publications, cafeteria, and any current activity. Managers and all pupil officers who held positions involving business trans-

actions had desks in this Activities Office. The general office manager was a faculty representative of the Department of Business Education. There was a pupil assistant who carried full responsibility during the regular office hours. In addition, there was a public stenographer. Business pupils, sufficiently advanced to be qualified, were assigned in turn to various school offices, such as general school office, department offices, athletics office, publications, and store, for the various kinds of business activities being carried on. Since the business affairs of the cafeteria were placed under the supervision of the Business Department, pupils, under the supervision of a faculty member, took care of ticket sales, accounting, bookkeeping, filing, correspondence, and banking. Likewise, pupils under faculty supervision ran the book depository, receiving, checking-out, and keeping a record of books.

Such items as have been given are but the bare details of some of the activities carried on. Budgeting, auditing, and other activities could receive attention. Enough probably has been given to show how a unified plan got started.

In evaluating the success of the plan, Mr. Bacon points out that: activities that had been struggling with debts and lack of funds became prosperous; every organization that used funds had an acceptable balance to its credit in the bank; concerts, plays, athletic contests, dues, subscriptions, and all other affairs involving business relationships were managed according to business methods; all returns were accurately accounted for; business education pupils secured valuable training and some real business experience; many pupil leaders of extra-curricular activities who were not members of the Business Department of the school, but working under the supervision of that Department, received valuable training; business education was correlated with actual business material.

In addition, it is pointed out that the successful administration and conduct of such a correlation of business education and extra-curricular finances depends on certain definite factors: first, there is the definite requirement of a certain number of applied office hours as a requisite for graduation from the business curriculum; second, it is advisable that the general business pupils receive assignments in rotation through all the correlated activities in accordance with a well-devised scheme; third, all the general business and financial relations of the school should be centralized in the Activities Office; fourth, this centralization of the business affairs of the school is possible only through a corresponding centralization of the government and supervision of the extra-curricular activities in a student council; fifth, a fine spirit of coöperation on the part of the faculty and pupils is necessary for the development and successful operation of such a scheme of correlated activities.

Board of finance. The direction of extra-curricular finances should be centered in a board of control. This board should be made up of pupils elected to positions of chief responsibility in the scheme of pupil participation in government in the school and teachers appointed by the principal. The form and composition of this finance board will be determined to some extent by the degree of democratic control that has developed in the school, the size of the school, the presence or absence of a department of business education, and the form of student council or student body organization. As has already been noted, in Manual Arts High School, Los Angeles, "The Board of Finance" in that school "is made up of the representative of the principal, a teacher, the president of the student-body organization, the general manager of the student-body organization, a representative of the program committee and a repre-

sentative of the committee of inter-school relations. The treasurer is appointed by the principal, is a teacher, and under \$10,000 bond. The representative of the principal is called the financial adviser, who has general supervision of the financial affairs of the student body organization. This officer is under bond. No money is expended without his approval."

It may be recalled that in Bacon's account, previously cited, this financial adviser appointed by the principal is, in the school described, the head of the Department of Business Education. In general practice, especially in smaller schools, this board of finance is composed of the principal, the treasurer — a teacher appointed by the principal — the president of the student council, the faculty adviser or advisers to the council, and the presidents of any other whole-school organizations besides the student council. This is usually a small committee of not more than ten members. A fundamental difficulty in this scheme of organization, as in all government, is to get the efficiency of strong, supervised, central control and at the same time preserve small group initiative and responsibility.

Budget. One of the responsibilities of this board of finance is to organize the budget. This plan of budget control requires that each extra-curricular activity of the school present its plans of activity and the estimates of the cost involved. The budget or finance committee, from the point of view of the worth of the activity and the money available or conservatively expected to be available, must coördinate the estimates presented and establish a budget in advance for the fiscal year. Such a procedure, it is recognized, is not as simple as it sounds, but in school affairs, as in private life or in any business, a carefully developed budget is the best kind of preventive medicine and usually makes "first aid" unnecessary.

Many claims have been made for budgetary control. Among these claims are:

1. It requires all extra-curricular activities to organize or re-organize on a business basis and to follow definite well-understood business methods.
2. It requires activities to live within their income.
3. It tends to develop a better balanced extra-curricular program.
4. It tends to encourage worthy but non-revenue-producing activities by providing for them.
5. It conserves the time and energy of teachers and pupils by eliminating many drives, "entertainments" put on to raise money, and "pep" meetings.
6. It prevents the raiding of the financial resources of the school by those popular activities that come early in the financial year.

Such claims as have just been made have to do with the efficient handling of the school's finances. An aim of at least equal importance has to do with the education of the pupil. By direct education the pupil can be encouraged in practicing the budgeting of his time, energy, and personal finances.

The aim of the school is to arrange the situation so that the pupil, by living consciously in a scheme of budgeted finances, will form the habits and develop the skills necessary for such living, and do this with such satisfaction that he will be intelligent financially so far as budgets are concerned now and in later life.

In any budget scheme many problems arise for which there are no all-inclusive answers. Since the principal is responsible, all budgets should be approved by him, and at least monthly reports should be made to him and, by way of the school newspaper, to the school. This is an educational as well as an efficiency process with which the school is concerned. Does all income from whatever

source go direct to the central treasury? The writer thinks it should. Are self-supporting activities prohibited from spending over a certain amount? Should all activities pay a certain per cent of their income into a definite fund which may be allocated to non-revenue-producing activities? Shall an activity be partially budgeted and encouraged to earn all it can in addition? Is each activity to be held strictly to its budget? If so, how? Shall the budget be on a fixed or percentage basis? Is the answer to the preceding question the same for a new and for an old and well-established school? These and scores of other overlapping questions doubtless come to the mind of the student trying to think through the problem of budgeting the school's extra-curricular finances.

The treasurer. The treasurer is usually a teacher appointed by the principal. There is frequently a student-treasurer who works with this teacher-treasurer and who keeps or supervises the accounting. Each activity has its own treasurer or business manager who reports direct to the central treasurer. The teacher-treasurer directly or indirectly usually needs to train these various activity treasurers or business managers in how to keep their books and how to report to the central accountant. One school has all these activity treasurers organized into a "Bankers' Club." The student council constitution can and should state the general financial procedures. Bullock cites the following example:

ARTICLE V

Sec. 1.

Sec. 2. Treasurer

a. It shall be the duty of the treasurer to supervise the financial department of the student body.

b. He has power with the consent of the chief executive (principal) and president (of the student-body) to make any financial

arrangements that do not conflict with the provisions of this constitution and by-laws.

c. He shall have power to appoint managers for the various student activities except those otherwise provided for by those by-laws or by standing rules of the Board of Commissioners.

d. He shall be in charge of all managers and the ticket commissioner, and shall make arrangements for the financing and book-keeping of all student activities.

e. In financial matters, he shall have power of veto in meetings of the Board of Commissioners. In case of veto, the matter shall be laid before the chief executive (principal) for decision. The treasurer's signature is necessary on all "orders" upon student-body funds.

f. In May of each school year he shall prepare for the chief executive and the Board of Commissioners a report of the estimated worth of all properties owned by the student body.

The purchase-order plan. There is a frequent tendency for pupils or teachers to buy without having a properly authorized requisition. Starr in his questionnaire asked this question: "Is a properly signed requisition necessary before merchandise or other bills can be contracted against the funds of the student body or any student organization?" He found that 162 schools answered "Yes," and 81 answered "No." The Los Angeles City School District (see Special Bulletin No. 4, September 2, 1930, Section 14) provides that: "A properly authorized purchase order must be issued *in advance* for any obligation incurred by a student body. No student body shall be held responsible for the payment of any expenditure made by a student or teacher who has not first received a written purchase order from the person in authority." By this purchase-order plan both the school and the merchant are properly protected and those concerned practice a correct business method. Of course the consent of the proper pupil committee should be required in the expenditure of any funds with which the committee is concerned.

Checking methods. The treasurer should be under bond. Both pupils and teachers frequently resent proper checking methods. When pupils or teachers understand that, in handling other people's property or money, proper checking methods are necessary for their own protection and as a means of education in correct procedure, these methods are usually welcomed.

Treasurer's reports. The treasurer appointed by the principal and other treasurers, if any, not only should keep accurate records, but have them ready for inspection at any time. A financial statement covering all finances should be made to the principal at regular stated intervals and these reports should be published in the school paper. Pupils and teachers as well as the principal are interested in these reports. Such reports properly made are a means of education, not only for those who make them, but for the whole school.

Auditing. Regardless of whether funds are kept in the principal's office, by a faculty or a pupil treasurer, all accounts should be audited. Such a plan not only ensures veracity of records and, in an older school, shows trends of business, but at the same time ensures an adequate method of accounting. With such a method of accounting, expenditures at any time may be balanced against the budget. In fact, such a method of accounting is a great aid in making the budget. Accurate accounting makes easy the financial reports that should be made at regular intervals to the whole school.

This audit can be made by an auditor from the superintendent's office, by the principal, by a faculty or a pupil committee, by a well-trained bank clerk, or, much better still, by a certified public accountant. It seems unnecessary to say that all money should pass through a central treasury, that all accounts should be audited, and that no officer should audit his own accounts.

An increasing number of states and of city school systems recognize the responsibility for supervising and auditing the finances of pupil activities. For example, the School Code of California, Section 1, 50, provides that: "The governing board of every school district of whatsoever kind and class shall have power and it shall be its duty to provide for the supervision and auditing of all funds raised by student bodies or student organizations using the name of the school. The cost of such supervising and auditing may constitute a proper charge against the funds of the district."

In order to conform to the requirements of the state law, the Board of Education of the Los Angeles City School District has placed the responsibility for the supervision and auditing upon the superintendent (Division of Student-Body Finances) and auditor respectively. The scope of the supervision of the superintendent through the Division of Student-Body Finances expresses itself in three ways:

1. To act as financial adviser to all schools.
2. To outline and install, or approve, the accounting systems, forms, and supporting records to be used.
3. To be responsible for the proper conduct, management, and procedures of all student-body finances.

The auditor is authorized to audit student-body finances, the scope of this audit to be such as in the auditor's judgment is necessary in each instance to determine the following:

1. That the funds of the student body have been properly accounted for, including a verification, in so far as is practicable, of cash receipts, disbursements, and balances.
2. That the student body is in a solvent or satisfactory financial condition, with especial reference to cash on hand and unpaid obligations.
3. That efficient methods and procedures are used in accounting and controlling cash transactions, presenting recommenda-

tions for such changes in methods and procedures as in his judgment may be necessary to produce the desired efficiency.

4. Should the auditor find that any procedure or specific form is not being followed, which has been agreed upon by the superintendent's and auditing departments, he may issue such instructions as are necessary to correct the conditions found.²

In the Bulletin of the Los Angeles City School District which fixes the responsibility for supervising and for auditing student-body finances and for carrying out these two responsibilities, the following positive statement should be noted: "It must be clearly understood that student-body activities shall not be carried on primarily for the purpose of making profit."

In developing the school citizen, it is necessary for the school to keep in mind that it should arrange the whole school situation so that there is a favorable opportunity for pupils, individually and collectively, to practice and to enjoy practicing sound business methods.

QUESTIONS

1. What specific educational opportunities, if any, does the problem of extra-curricular finances furnish for pupils?
2. In what specific ways have the schools that you know best used the opportunities, if any, provided by extra-curricular finances for the education of pupils? In what specific ways have schools failed to use the opportunities that may exist?
3. In what way, or ways, do you agree or disagree with Bacon and with Cox as to the educational opportunities provided by the problem of extra-curricular finance?
4. As a result of studying through the data resulting from Starr's questionnaire, what aid, if any, do you get to supplement your answers to questions 1 and 2 above?
5. Keeping in mind that Belting's study was made four years earlier than Starr's what signs of progress do you note in comparing the two studies?
6. In the school that you know best what is the total volume of

² Los Angeles City School District, Special Bulletin no. 4, September 2, 1930.

- business, as expressed in extra-curricular finances, for one year? How do your findings compare with those of Bullock?
7. In what respects do the schools that you know best vary in their financial support of pupil activities?
 8. What do you consider the strong and the weak points of the activity ticket plan? What other plans do you know that have worked well?
 9. What principle, if any, guides your thinking in respect to charging admission for public performances of activities of pupils in a system of free public schools?
 10. In what specific ways can the providing, safe-keeping, and spending of pupil-activity money be correlated with the work of the Department of Business Education? In what specific ways should there be a correlation? On what educational principle that you accept do you base your answer to the preceding question?
 11. Should there be a board of finance in your school? If so, who should compose it? What should a board of finance in your school do?
 12. Do the pupil activities in your school operate on a budget? Why, or why not?
 13. On what should an activities budget be based?
 14. Should there be one treasurer for all extra-curricular finances? If so, how and by whom should he be appointed? What should he do? Why should he be bonded?
 15. What is the explanation, if any, of the failure of some schools to operate on the purchase-order plan?
 16. In what form and how often should the treasurer make a report to the principal? — to the whole school? Why?
 17. What state law, if any, should there be as to the power and duty of school boards in respect to funds raised by pupil activities?
 18. What provision, if any, should a school board make for supervising and auditing extra-curricular finances?
 19. If there is neither state law nor school board regulation of extra-curricular finances in respect to supervision and auditing, what should the school principal do? Why?
 20. How in handling extra-curricular finances is there to be provision both for efficiency and for providing educative experiences for pupils?
 21. Work out a plan, or an improved plan, for extra-curricular finances in your school.

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Masters, J. G. "General Survey of Practices (in Extra-Curricular Activities) Four Year and Senior High Schools"; *Twenty-Fifth Yearbook*, National Society for the Study of Education, Part II, 1926, pp. 39-54.

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- Clapp, Henry L. "Pupil Self-Government"; *Education*, 38:593-609. April, 1918.

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- Collier, E. R. "Occupational Coöperation and Its Demands Upon the School"; *School and Society*, 18:481-87. October 27, 1923.

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- Comstock, E. B. "How I Control Student Organization"; *Tenth Yearbook*, National Association of Secondary School Principals, 1926, pp. 189-98.

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Mayberry, B. A. "Training for Leadership by Means of Student Government"; *Journal of the National Education Association*, 14:186. June, 1925.

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Wilds, Elmer H. "Supervision of Extra-Curricular Activities"; *School Review*, 25:659-73. November, 1917.

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Craddock, Ernest A. *The Class-Room Republic*. A. and C. Black, London, 1920.

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Comment on pupil "self-government" in England.

Simpson, J. H. *An Adventure in Education*. Sidgwick and Jackson, Ltd., London, 1917. (207 pp.)

An experiment in the educative effect of self-government in one of the lower forms of an English public school.

HANDBOOKS

The constitutions of the central organization in the schools, represented by the following handbooks, are a part of the material that has been used in preparing the chapters on student councils. (As a rule copies of these handbooks may be secured by writing the school and paying about twenty cents.)

The Black and Gold Handbook, Ashtabula High School, Ashtabula, Ohio.

The A Handbook, Athens Senior High School, Athens, Ohio.

- The Commerce Handbook*, High School of Commerce, Boston, Massachusetts.
- The Green Book*, Senn High School, Chicago, Illinois.
- Brown and Gold Handbook*, East Technical High School, Cleveland, Ohio.
- Handbook*, East High School, Cleveland, Ohio.
- The Adamite*, John Adams High School, Cleveland, Ohio.
- Students' Guide*, Longwood Commerce High School, Cleveland, Ohio.
- Blue and Gold Handbook*, Morgan Park High School, Duluth, Minnesota.
- Benjamin Bosse Directory*, Bosse High School, Evansville, Indiana.
- The Student Union Handbook*, Flint High School, Flint, Michigan.
- Handbook of Information*, Union High School, Grand Rapids, Michigan.
- The Northeast High School Handbook*, Kansas City, Missouri.
- The Red and Black*, Lincoln High School, Lincoln, Nebraska.
- The Life of Manual Arts High School*, Manual Arts High School, Los Angeles, California.
- Handbook*, Washington High School, Milwaukee, Wisconsin.
- Constitution of the Students' Association of the Montclair High School*, Montclair, New Jersey.
- Handbook*, Mount Vernon High School, Mount Vernon, New York.
- The Green and White*, Central High School, Muskogee, Oklahoma.
- The Newton Orange and Black*, Newton High School, Newtonville, Massachusetts.
- The Wadleigh Handbook*, The Wadleigh High School for Girls, New York City.
- The Red Book*, De Witt Clinton High School, New York City.
- The Washington Irving High School Handbook*, Washington Irving High School, New York City.
- The Commerce Handbook*, High School of Commerce, New York City.
- The Students' Handbook*, Norristown High School, Norristown, Pennsylvania.
- Okmulgee High School Manual*, Okmulgee, Oklahoma.
- Freshmen First Aid*, South Philadelphia High School for Girls, Philadelphia, Pennsylvania.
- Student Government*, William Penn High School for Girls, Philadelphia, Pennsylvania.

The Blue Book, West Philadelphia High School for Girls, Philadelphia, Pennsylvania.

Handbook, Pine Bluff High School, Pine Bluff, Arkansas.

Russ High-Lights, San Diego High School, San Diego, California.

The Blue and White, Sapulpa High School, Sapulpa, Oklahoma.

The Blue and White Handbook, Sault Ste. Marie High School, Sault Ste. Marie, Michigan.

Red and Black Book, North Central High School, Spokane, Washington.

The Red and Black Handbook, Senior High School, Springfield, Missouri.

Manual of Administration, Central High School, Tulsa, Oklahoma.

Crimson and Black Handbook, Dunbar High School, Washington, D.C.

G. O. Constitution, McKinley Technical High School, Washington, D.C.

Handbook, Junior High School, West Arlington, Massachusetts.

Handbook, Detroit Junior High School, Cleveland, Ohio.

Handbook, Hutchins Intermediate School, Detroit, Michigan.

Blue Book, Jefferson Intermediate School, Detroit, Michigan.

The R Book, Theodore Roosevelt Junior High School, Philadelphia, Pennsylvania.

Handbook, Theodore Roosevelt Junior High School, Syracuse, New York.

CHAPTER IX

Allen, C. F. *An Assembly Program Prepared and Given during National Education Week, West Side Junior High School, Little Rock, Arkansas*. School Print Shop, November, 1925. (23 pp.)

An assembly program in which the pupils explained the school — curricular and extra-curricular — to the visiting Rotary Club.

*Beal, Vinora. "The High School Assembly Problem"; *American Schoolmaster*, 38:27-32. January, 1925.

An account of various types of assembly programs.

*Bettes, Addie E. "A Project for Assembly"; *Journal of Educational Method*, 5:145-46. December, 1925.

Pantomiming scenes from books read — audience scoring results.

Center, Stella S. *Character Education Through Assemblies and Class-room Instruction*. Report of the Committee on Character

Education, Board of Education of New York City, August, 1924, pp. 35-47.

Material for section assemblies, for general assemblies, correlation of instruction in regular subjects and instruction in character development and the technique of procedure.

- *Cooke, F. J. and others. *The Morning Exercise as a Socializing Influence*. Francis W. Parker School Yearbook. 198 pp. Chicago, 1913.

The theory of the assembly at this school with much concrete material.

Cooper, Alice C. "School Assemblies in the Program of Social Activities"; *University High School Journal*, University of California, 4:25-34. March, 1924.

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- *Cox, Philip W. L. *Creative School Control*, pp. 166-96. J. B. Lippincott Company, 1927.

The theory of democratic assemblies wherein pupils really express themselves, illustrated by concrete programs.

- *Cubberley, Ellwood P. *The Principal and His School*, chapter 17, "Use of the Assembly Period," pp. 320-34. Houghton Mifflin Company, 1923.

Importance of assembly period — relation of the principal — types of assemblies and assembly programs — class responsibility.

Davis, C. O. "Citizenship and the High School"; *Educational Review*, 61:214-23. March, 1921.

Suggestions as to the part that agencies such as the school assembly, athletics, the school newspaper, may play in developing desirable habits of conduct.

Deam, T. M., and Bear, Olive M. *Socializing the Pupil*, pp. 51-55. Benjamin H. Sanborn and Company, 1928.

The assembly as a means of socialization.

Drewry, R. G. *Pupil Participation in High School*, pp. 17, 31, 36, 42, 76. Harcourt, Brace and Company, 1928.

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- *Evans, E. E. "What to Do with the High School Assembly" *School Review*, 31:282-86. April, 1923.

Returns from a questionnaire sent to the high schools of Kansas.

Foster, C. R. *Extra-Curricular Activities of the High School*, pp. 108-27. Johnson Publishing Company, 1925.

Nine purposes of the assembly and sample programs.

Fretwell, Elbert K. *Extra-Curricular Activities of the Boys' High Schools*. Baltimore Survey, 3:105-6. 1920-21.

Brief statement of the problem with recommendations.

*Fretwell, Elbert K. *Survey of the Public Schools of Philadelphia*, 4:135-41. The Public Education and Child Labor Association, 1720 Chestnut Street, Philadelphia, 1922.

A survey of the assemblies in the eleven high schools of Philadelphia; recommendations for a further developing of the assembly.

*Fretwell, Elbert K. "The School Assembly"; *Sixth Yearbook*, National Association of Secondary School Principals, 1922, pp. 147-54.

Some aims of the school assembly; recommendations as to how these aims may be realized.

Fretwell, Elbert K. "Assemblies"; *Twenty-Fifth Yearbook*, National Society for the Study of Education, Part II, 1926, pp. 165-66.

Condensed point of view.

Funkhouser, H. Gray. "The School Assembly"; *American Educational Digest*, 44:62-63. October, 1924.

No assembly without a definite purpose.

*Galvin, Eileen H., and Walker, M. Eugenia. *Assemblies for Junior and Senior High Schools*. Professional and Technical Press, 1929.

A volume of 345 pages devoted to assembly plans and material.

*Harvey, Marie Turner, and Crecelius, Margaret A. Morning Exercises, Closing of School, Special-Day Programs. Pages 1-35 in Kendall, C. N., and Mirick, G. A., *How to Teach the Special Subjects*. Houghton Mifflin Company, 1918.

Concrete programs growing in the main out of the life of the school.

Hatch, R. W. *Training in Citizenship*, pp. 139-45. Charles Scribner's Sons, 1926.

Theory of some assemblies — nine "student write-ups of representative assemblies."

Hawkes, F. P. "Organizing and Supervising Assembly Programs"; *Journal of National Educational Method*, 5:197-201.

Purposes and methods of assemblies in one school.

Hayward, F. H. *The Spiritual Foundations of Reconstruction*. P. S. King and Son, Ltd., London, 1919.

Proposals that the state provide for a system of school celebrations employing the Bible, literature, music, and ceremonial.

Hayward, F. H. *A First Book of School Celebrations*. P. S. King and Son, Ltd., London, 1920.

Devoted to programs for Shakespeare, League of Nations, Democracy, and Saint Paul's days, and to anniversary days in England; may suggest themes for American schools.

Hayward, F. H. *A Second Book of School Celebrations*. P. S. King and Son, Ltd., London, 1920.

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*Imboden, Sarah Mark. "An Assembly as a Means of Vitalizing School Work and Conduct"; *School and Home Education*, 28:332-38. May, 1909.

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Johnson, Burges. "Compulsory Chapel in our Colleges"; *School and Society*, 23:274-75. February 27, 1926.

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Jordan, R. H. *Extra-Classroom Activities*, pp. 56-65. Thomas Y. Crowell Company, 1928.

Brief general discussion.

Kimball, R. S. "Protecting the First Period"; *School and Society*, 18:176-77. August 11, 1923.

The place of the assembly in the time schedule.

*Leach, H. W. "The High School Assembly"; *Proceedings*, Second Annual Conference, Ohio State University. Ohio State University Bulletin, pp. 259-68. 1922.

An account of assemblies in one high school.

*Lincoln School of Teachers College, Columbia University. *Some Uses of the School Assembly*. 1922.

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- *McKown, H. C. "An Educational Gold Mine"; *Pennsylvania School Journal*, 73:276-78. January, 1925.
Two pictures of assembly programs — one of the "anæsthetizing" type and the others interesting, human, educative.
- *McKown, H. C. *Extra-Curricular Activities*, pp. 69-92. The Macmillan Company, 1927.
Theory and concrete programs.
- McKown, H. C. *The School Assembly*. The Macmillan Company, 1930.
The place of the assembly, programs, plans.
- Mattoon, Laura I., and Bragdon, Helen D. *Services for the Open*. The Century Company, 1924.
Material intended primarily for assemblies at camps.
- Meyer, H. D. *A Handbook of Extra-Curricular Activities in the High School*, pp. 131-39. A. S. Barnes and Company, 1926.
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- Miller, H. L., and Hargreaves, R. T. *The Self-Directed School*, pp. 328-37. Charles Scribner's Sons, 1925.
A theory of the school assembly with illustrative programs.
- Neumann, Henry. *Education for Moral Growth*, pp. 191-212. D. Appleton and Company, 1923.
A discussion of the means of growth of certain moral qualities with illustrations drawn from the school assembly.
- Nifenecker, E. A. *The School Assembly*. Board of Education, New York City, 1917.
Material that has been or could be used in the assemblies of the New York City Schools.
- Payne, George E. *A Program of Education in Accident Prevention*. United States Bureau of Education, Bulletin no. 32, 1922.
Dramatizations suitable for assemblies, promoting the idea of safety first.
- Pennsylvania Department of Public Instruction. *Student and Faculty Activities*. Manual for High Schools, pp. 95-117, 1923.
Plans and detailed suggestions for assemblies for the State of Pennsylvania.
- Pringle, Ralph W. *The Assembly. Adolescence and High-School Problems*, pp. 307-17. D. C. Heath and Company, 1922.
A general discussion of the place of the high-school assembly.

Probst, Ella M. "The School Assembly as a Socializing Influence"; *American Education*, 26:401-08. May, 1923.

The part played by the assembly of one school in developing pupil participation in school activities.

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Remy, P. D. *A Study of the High-School Assembly*. Colorado State Teachers College, 1925.

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Roberts, A. C., and Draper, E. M. *Extra-Class and Intra-Mural Activities in High Schools*, pp. 73-95. D. C. Heath and Company, 1928.

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Roemer, J., and Allen, C. F. *Extra-Curricular Activities in Junior and Senior High Schools*, pp. 66-75. D. C. Heath and Company, 1926.

Objectives, guiding principles, types of programs, organization.

Rogers, K. W. "Experiments with the School Assembly"; *Journal of Education*, 94:311-15. October 6, 1921.

Aim and method in reorganizing the assembly in one boys' school.

Rohrbach, Q. A. W. *Non-Athletic Activities in the Secondary School*, pp. 133-36. Westbrook Publishing Company, Philadelphia, 1925.

Aims and outcomes of the assembly.

Schauffler, Robert H. *Our American Holidays*. (Including Arbor Day, Christmas, Easter, Flag Day, Independence Day, Lincoln's Birthday, Memorial Day, Thanksgiving, Washington's Birthday.) Moffat, Yard and Company.

In this series of books the author brings together under such headings as origin, celebration, significance, spirit, stories, material in prose and verse that has been written directly on, or in the spirit of the day.

Sheehan, Mary A. *Extra-Curricular Activities in a Junior High School*, pp. 46-68. Richard A. Badger, 1927.

Discussion of the assembly in one junior high school.

Smith, Edwin B. *The Organization of the Assembly*. Colorado

State Teachers College Bulletin, Series 19, no. 5, August, 1919.

Summary and analysis of assemblies in twenty-seven teacher-training institutions.

Stevens, Romiett. *Extra-Curricular Activities of the Two Girls' High Schools*. Baltimore Survey, 3:96-97. 1920-21.

Analysis of what was being done in these two schools and recommendations for future action.

Thompson, Mary Lucretia. *A Study of the High-School General Assembly Period Practice Throughout the States of the North Central Association*. Northwestern University, 1926.

Master's thesis. A study of the assembly in 232 high schools: questionnaire method.

*Tower Hill School. Wilmington, Delaware. *Educational Enterprises in School and Class*, 1925-26.

An account of many "enterprises" in this school including a theory of assembly together with many unusually interesting assembly programs.

*Wagner, M. Channing. *The Assembly*. A. S. Barnes and Company, 1930. (140 pp.)

A detailed discussion of the assembly.

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Sample assembly programs.

Many states, such as Colorado, New Jersey, and Maryland, include in the publications of the State Board of Education books containing material for the celebration of special school days. See also handbooks published by various high schools.

AUDITORIUM PERIOD

Chadwick, R. D. "Auditorium Studies"; *Yearbook*, National Education Association, Department of Elementary School Principals, 2:451-62. 1923.

Sources of contributions to auditorium programs; number of pupils participating; range of grades that may be profitably assembled in an auditorium group.

Diemer, G. W. *Activities of the Auditorium in the Platoon Schools of Kansas City, Missouri*. *Journal of Educational Method*, 5:387-92, 434-39.

The organization and activities of the auditorium; relationship of the auditorium to other departments and activities of the schools. Bibliography.

Rossman, John G. "What Gary is Doing for its Children"; *Teachers College Record*, 27:283-84.

An account of the auditorium period.

Spain, Charles L. *The Auditorium in "The Platoon School in Detroit."* Detroit Educational Bulletin, no. 2, pp. 31-36, January, 1923.

The auditorium as a socializing, integrating, correlating unit.

Spain, Charles L. *The Platoon School*, pp. 80-89. The Macmillan Company, 1924.

Suggestions of value for junior high schools.

Sullivan, Ellen F. *Correlation in the Work-Study-Play School*, chapters 22-25. Ellen F. Sullivan, Akron, Ohio.

Plans for special day observance of Thanksgiving, Christmas, Lincoln's Birthday, and a May festival.

CHAPTER X

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CHAPTER XI

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CHAPTER XIV

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